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ABSTRACT

This research study describes the educational system, practices, and problems in Kwazulu, South Africa. Emphasis is given to the causes of pupil repetition. The study is one of a series intended to provide guidelines for the future planning of the educational systems of developing countries. To gather data, questionnaires were sent to principals of all elementary and secondary schools in the country. Interviews with the principals were also conducted. The main objective in the four year lower primary phase of education in Kwazulu is to enable pupils to acquire functional literacy. There is a desire to introduce compulsory education. However, before this is done, many problems must be solved. For example, the pupil teacher ratio of 46:1 in the lower primary phases is considered too high for effective teaching and must be reduced: classroom accomodation and furniture are far from adequate: and the qualifications of lower primary teachers are relatively low. The higher primary phase which succeeds the lower primary stresses practical subjects. At the next level, secondary education, provision is made for three types of education: academic, technical, and commercial. A disturbing feature in Kwazulu secondary schools is the employment of a large number of underqualified teachers. The phenomena of dropouts and pupil repetition characterize most educational systems of developing countries. Principals in Kwazulu regard internal causes as the major reason for repetition. This study found that teachers with higher academic qualifications had no significant advantage concerning pupil repetition. This leads them to believe that the type of professional teacher training received has more bearing on repetition than academic training. (Author/RM)

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A DESCRIPTION OF THE EDUCATIONAL SYSTEM OF KWAZULU WITH EMPHASIS ON PUPIL REPETITION

S.B. MDLULI

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This report was submitted as a dissertation for the degree Magister Educationis in the Faculty of Education (Department of the History of Education and Comparative Education) at the University of the Orange Free State, Bloemfontein with supervisors: Prof. D. Vermaak and C.T. Vervey.

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PREFACE

The Research Unit for Education System Planning (RUEP) of the University of the Orange Free State does research on the theory and practice of educational planning, with emphasis on developing countries. This research programme includes investigations into the historical background and present state of education in several developing countries in Southern Africa. Previously virtually no comprehensive studies of this nature had been done for the various developing states in South Africa. The ultimate goal of the research programme of RUEP is to provide guidelines for the future planning of the educational systems of developing countries.

This study by Mr. S.B. Mdluli makes an important contribution towards our research programme. Of particular importance is his investigation of the phenomenon of pupil repetition. Mr. Mdluli undertook this study for his masters degree in Education with myself as supervisor and Mr. C.T. Verwey as co-supervisor.

A special word of thanks is conveyed to the following people and instances:

- Messrs. C.T. Verwey and I. van Rooyen who rendered valuable assistance and devoted much of their time in advising Mr. Mdluli and Mrs. M. Fourie who also assisted him;
- the Committee re Development Research for their financial assistance;
- the Department of Education and Culture of Kwazulu for their co-operation, the granting of one year study leave to Mr. Mdluli and the supply of unpublished statistics.

We trust that this study will serve as a useful basis for the future development of education in Kwazulu.

D. Vermaak

PROF D. VERMAAK

HEAD: RESEARCH UNIT FOR EDUCATION SYSTEM PLANNING

JUNE 1980

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CHAPTER 1

GENERAL ORIENTATION

1.1 STATEMENT OF THE PROBLEM

The description of a system of education or the establishments which it comprises is one of the means for ensuring that experts who are responsible for planning the system know at what level of efficiency it functions and which factors affect this efficiency.

Up till now no comprehensive description of the educational system of Kwazulu has been attempted, since the territory became self-governing in 1972. Whatever planning has been done so far has been based on limited information.

While it is true that the Education Department in Kwazulu is still in essence merely a microcosm of the Department of Education and Training and therefore possesses many of the features of this Department, it must be conceded that it has over the years, since 1972, evolved its own distinctive characteristics which distinguish it as a department in its own right.

The explosion in the school population and the implications on the provision of teachers, accommodation and equipment are some of the main problems that have to be solved by the young department. Inefficiencies evident in such phenomena as early school leaving and pupil repetition still persist in Kwazulu.

The main concern of this study is to give a comprehensive description of the structure of the educational system of Kwazulu and in the process to indicate its future development as well as to point out certain phenomena associated with inefficiencies in an educational system.

1.2 THE PURPOSE OF THE STUDY

Goals are often too readily determined and aims too ambitiously designed. Unless a systematic scientific examination is made of the methods utilized to achieve those aims, there is a danger that such goals and aims may never be realised. With this consideration in mind this study was undertaken in respect of Kwazulu.

The study seeks to come to a fuller understanding of the educational situation in Kwazulu so as to discover whether the various components of the system are in fact performing their functions efficiently and are moving towards the achievement of educational aims and goals inherent in Kwazulu, and also to make recommendations where necessary.

The initial step was in describing the present educational facilities, and determining how well the various structures perform their functions as reflected in the promotion and repetition of pupils and early school leaving. The phenomenon of pupil repetition was selected for more detailed study because together with the dropout phenomenon, pupil repetition is regarded as one of the main indications that a system of education is not satisfying certain needs of its pupils.

It is quite common in Black schools in South Africa, as it is in other African countries, for pupils admitted to the first class of an educational cycle to fail to complete that cycle within the prescribed minimum period. Some of the pupils drop out before the end of the cycle and some repeat one or more classes before either dropping out or completing the cycle successfully. Problems such as lack of accommodation facilities and high pupil-teacher ratios are sometimes caused by pupils repeating the same class twice or more.

Pupil repetition has been accepted passively by most Black educational systems in South Africa mainly because the phenomenon has been experienced for such a long time that it has come to be regarded as a normal occurrence. The financial wastage incurred by large scale pupil repetition has never been calculated.

In developed countries the phenomenon of pupil repetition has not assumed significant proportions. In the White schools of South Africa pupil repetition occurs to a small degree with the result that statistics on repeaters are not kept (Verwey, 1979, p. 1).

For planning purposes it was necessary to include in this study a forecast of pupil enrolment and the implications on the provision of teachers, pupil accommodation, equipment and finance.

The purpose of this study would thus seem to be threefold:

- to describe the educational situation in Kwazulu;

- to assess the efficiency of the system as reflected by the phenomenon of repetition;

- to indicate future developments and make recommendations.

1.3 METHODS OF INVESTIGATION

For gathering statistical data the questionnaire method of investigation was used. All principals of primary and secondary schools in Kwazulu were supplied with three types of questionnaires:

- Questionnaire A.1 was sent with the purpose of determining the number of repeaters in various standards. An optional part was attached in which the principals' opinions about the incidence of repeaters were asked. The principals could also make recommendations about possible solutions to the problem. Although this part of the questionnaire was optional, excellent reaction was experienced.

- Questionnaire A.2 was compiled by using the reasons for the incidence of pupil repetition given by principals in Questionnaire A.1. Questionnaire A.2 was sent to all principals in Kwazulu with the request that they should rank the reasons for pupil repetition according to the order of importance.

- Questionnaire A.3 was sent out as a complementary to Questionnaire A.1 and it contained information about qualifications, sex, experience and age of teachers.

- After the completed A.3 had been retrieved, however, it was clear that essential information regarding the teacher and the actual class and number of pupils he taught, was still lacking. Questionnaire A.4 was then devised and sent to primary schools only, as this section of the reseach concentrated only on primary school pupils.

Principals were directed to send the completed questionnaires to the Secretary of the Department of Education of Kwazulu for the attention of the writer. An excellent response was experienced as 98 per cent of Questionnaires A.1 to A.3

were retrieved, while 96 per cent of the A.4 questionnaires were retrieved. The main reason for the fact that not all the questionnaires which were sent out were returned is the address changes of some schools, and failure by a few principals to notify the Department of the changes.

Statistics compiled from Questionnaire A.1 and appearing in Table B.2 will differ from those appearing in Table C.1 to C.10 and D.1 to D.6. This difference is, however, of little significance since the purpose of this part of the research was to determine how many pupils were taught by teachers with specific qualifications. Also statistics on teachers appearing in Tables C.1, C.2 and C.6 will differ from those where teachers were linked to the pupils they actually taught. This difference is due to the fact that in Kwazulu most primary teachers are responsible for two or more classes. They may therefore be counted more than once. This fact must be borne in mind when different teacher totals appear in the tables.

In the sections where a comparison was drawn between teacher qualifications and the incidence of repeaters, it was assumed that all teachers teach the same standard each year. The result is that repeaters are taught a second time by the same teacher. Although it is not customary, it is also possible that a teacher may take the same group of pupils in the subsequent standard the following year.

The second method of research which was employed for this study was the interview method.

The interviews centred around the views of principals regarding the incidence of pupil repetition. Meetings and individual interviews were held at Mahlabathini on 7 September 1979, Nkandla on 10 September 1979 and Umlazi South on 13 September 1979. These meetings and interviews could be regarded as a follow-up on the views expressed in questionnaires on repeaters. These views appear in Chapter 4 of this study. At Mahlabathini inspectoral circuit 28 principals attended the meeting and individual interviews were conducted with Messrs V. Zulu, Z. Madondo and Z.S. Ngcobo. The meeting at Nkandla inspectoral circuit was attended by 38 teachers of whom Messrs W.M. Dunge, A.M. Myeza and R. Khanyile were interviewed individually. At Umlazi South circuit 30 principals attended the meeting but no individual interviews were conducted.

As a precondition for undertaking this study it was necessary to delve deeply into literature on educational systems in general and on the phenomenon of dropouts and pupil repetition in particular. An extensive study was also made of primary and secondary sources consisting of official publications, unpublished statistical records of the Kwazulu Department of Education, circulars, ministerial speeches, minutes and publications covering the economic development of the Black peoples of South Africa.

Use was also made of the forecasts of pupil enrolment supplied by the Research Unit for Education System Planning (RUEP) of the University of the Orange Free State.

The study as such concentrates on the description of the system of education of Kwazulu and in the process it reveals certain weaknesses, while the phenomenon of pupil repetition is subjected to detailed analysis. No detailed comparison of the Kwazulu educational system with other systems is made. This study can therefore be regarded as an integrated study.

1.4 EXPLANATION OF TERMINOLOGY USED IN THE STUDY

Problems sometimes arise because different people use certain terms differently. Every term has a specific meaning and fills a certain position in the education matrix. The three terms which are used repeatedly in this study are cohort, dropout and repetition.

The term cohort refers to a certain group of pupils who start their school career generally in Substandard A during a specific year (Verwey, 1978b, p. 5).

Dropout refers to a pupil leaving school before the completion of a given stage of education or leaving at some intermediate or non-terminal point in a cycle of schooling (Brimer and Pauli, 1972, p. 16).

Repetition means a year spent by a pupil doing the same work in the same standard as in his previous year (Brimer and Pauli, 1972, p. 16).

CHAPTER 2

A DESCRIPTION OF THE PRESENT EDUCATIONAL SITUATION IN KWAZULU

2.1 INTRODUCTION

The importance of gaining a comprehensive picture of the functioning of an educational system of a country as a precondition for education system planning was stressed in Chapter one. In Chapter two the present educational situation in Kwazulu will be described. Firstly a brief description of the constitutional development of the territory from 1972 to the present will be given.

2.2 A BRIEF DESCRIPTION OF THE CONSTITUTIONAL DEVELOPMENT OF KWAZULU WITH SPECIAL REFERENCE TO EDUCATION, 1972-1978

In accordance with the provisions contained in the Bantu Authorities Act of 1951 (Act 68 of 1951) (Govt. Gazette Nr. CLXV, 1951, pp. 44-62), Kwazulu was given partial self-government by the establishment of the Zulu Territorial Authority in May 1970 (Govt. Regulation Nr. R70, 1972). However, it was not until 1972 when the Kwazulu Legislative Assembly had been established (Govt. Regulation Nr. R70, 1972) that the Kwazulu Department of Education and Culture came into being.

During this phase in the constitutional development of Kwazulu, the Department of Education and Culture assumed full control of the everyday administration and running of schools, including the appointment of teachers and the provision of buildings, furniture and equipment. The general educational policy and professional control, for example examinations and syllabi remained, however, in the hands of the Department of Bantu Education of the Central Government of the Republic of South Africa.

By the Bantu Homelands Act of 1971 (Act 21 of 1971) areas for which legislative assemblies had been established could be declared self-governing territories with powers to make laws in respect of matters referred to in Schedule one (Govt. Gazette Nr. 3046, 1971, pp. 2, 4). Paragraph two of this schedule refers to education.

Kwazulu became self-governing in 1977 and the following year the Legislative Assembly accordingly passed the Kwazulu Education Act of 1978 (Act 7 of 1978) which made provision for the Department of Education and Culture to control, administer and supervise education and matters incidental thereto, subject however to the provisions of the Bantu Homelands Act of 1971 (Kwazulu Govt. Notice Nr. 23, 1978, p. 12).

The Act gives the Minister powers pertaining to many aspects of education, such as the establishment, erection and maintenance of Government schools, the granting of loans and grants-in-aid to community schools and Government aided schools, the approval of private schools and grants-in-aid for private schools, the transfer of management and control of private schools to the Department of Education and Culture, admission and discharge of pupils, the determination of appointment, promotion and discharge of staff at schools, the classification of certain posts as posts in the public service, the stipulation of conditions of service of teachers in Government schools, the introduction of compulsory school attendance, the establishment of boards, committees or other bodies for participating in the management of schools and the recognition of teachers associations (Kwazulu Govt. Notice Nr. 23, 1978, pp. 13-15, 19-21).

2.3 INTERNAL ORGANIZATION OF THE DEPARTMENT OF EDUCATION AND CULTURE

2.3.1 Executive bodies

At the head of the Department of Education and Culture is the Minister who exercises the highest executive authority over the entire educational system. Section two of the Kwazulu Education Act of 1978 empowers the Minister to direct and control the functions of the Department with regard to control, administration and supervision of education (Kwazulu Govt. Notice Nr. 23, 1978, p. 13). He is a member of the Kwazulu Legislative Assembly and his functions are therefore not exclusively executive but also legislative. As a politician his term of office is not permanent (Ruperti, 1975, p. 57). The Minister has one personal clerk to assist him.

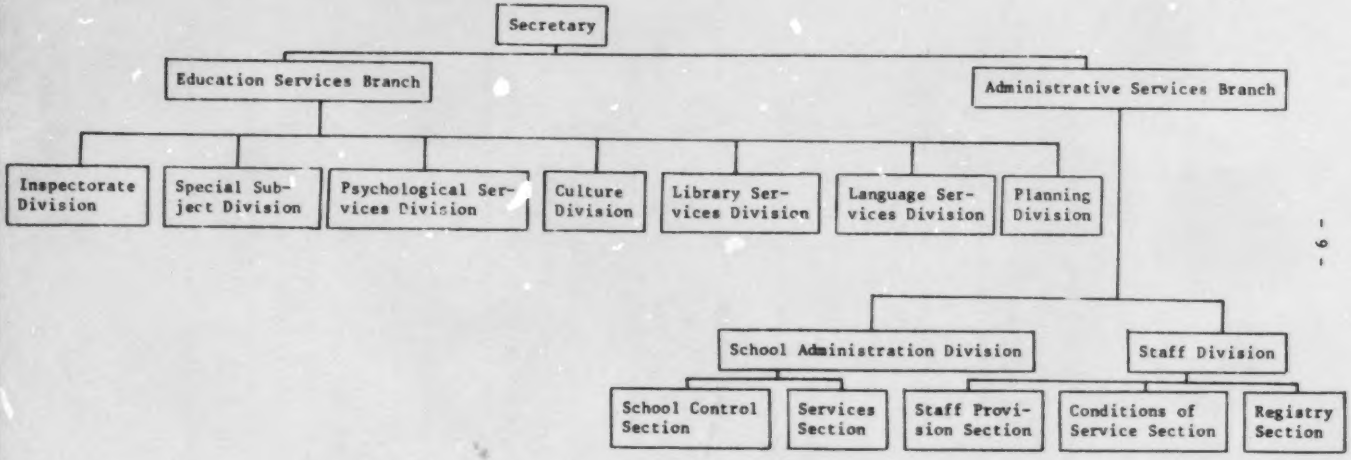
Below the Minister and directly responsible to him is the Secretary for Education and Culture. He is the administrative head of the Department and is a permanent executive official. Besides being an

accounting officer of the Department his other duties include managing and controlling the affairs of the Department, advising the Minister, assisting with the formulation of policy, preparing the departmental budget and liaising with the Department of Education and Training of South Africa and other departments in Kwazulu (Steyn, interview, 1979). The Secretary, assisted by senior members of the Department, is responsible for drawing up the official report of the activities of the Department which he submits to the Minister, who in turn tables it before the Kwazulu Legislative Assembly. The Secretary has one personal typist.

2.3.2 Organization of the Department (Vermaak, 1979, pp. 10-37)

The organization of the Department falls into two broad divisions as shown in Diagram 2.1.

DIAGRAM 2.1 KWAZULU - ORGANIZATION OF THE DEPARTMENT OF EDUCATION AND CULTURE



2.3.2a Education services branch

The head of this branch is the Assistant Secretary who is the assistant head of the Department as a whole and acts as head of the Department in the absence of the Secretary.

The main purpose of this branch is to develop the potential of the individual in the scholastic sphere. Its broad functions are to control formal education, promote education of formal subjects, improve literacy among adults and better the general education of the people.

The education services branch is subdivided into (i) Inspectorate Division (ii) Special Subjects Division (iii) Psychological Services Division (iv) Culture Division (v) Library Services Divisions (vi) Language Services Division (vii) Planning Division.

(i) Inspectorate division (Circuit offices)

The purpose of this division is to advise and control formal education. Its broad functions include the inspection of schools and boarding-houses, moderation of examination papers and marks and the rendering of administrative services.

Kwazulu has 23 inspection circuits that are grouped into three regions. At the head of each region is a Chief Inspector whose main functions are to direct and supervise Inspectors of Education, study inspection reports and make recommendations and submissions to the Secretary on any matter arising from these reports and investigate complaints from teachers, inspectors and the community.

At the head of each circuit office is an Inspector of Education. His main functions include inter alia supervision of the work of inspectors, making decisions on professional matters affecting schools within his circuit, arranging inspection panels, arranging courses for various subjects in his circuit and conducting meetings of school committees and principals.

Assisting the Inspector of Education are two Inspectors of Schools (except Madadeni and Mpumalanga inspection circuits which have three each) whose duties include visiting all primary schools for inspection and assisting the Inspector of Education by performing duties which may be delegated to them. Attached to each circuit office are two Grade 11 clerks. Besides being in charge of a region with seven circuits, one of the Chief Inspectors also controls the Special Subjects Division which is dealt with below. The other two Chief Inspectors each control a region consisting of eight inspection circuits.

The Inspectorate Division in Kwazulu is thus manned as follows:

Chief Inspectors	3
Inspectors of Education	23
Inspectors of Schools	48
Grade 11 clerks	46

The staff is provided for this division on the basis of the following points award:

every school	2 points
every teacher	1 point
every boarding-house	1 point

An award of 500-600 points warrants a circuit with the following posts:

1 Inspector of Education
2 Inspectors of Schools
1 clerk, Grade 1
1 clerk, Grade 11

(ii) Special subject division

The purpose of this division is to promote the education of special subjects such as Agriculture, Arts and Crafts, Handwork, Homecraft, Mathematics and Science, Music, Religious Education, Recreation and Sports. The broad functions of this division include organization and control of special subjects, supervising exhibitions and doing research.

The authorised establishment for this division provides for three organisers of Homecraft and one organiser for each of the other special subjects.

The organisers of special subjects visit schools for inspections, prepare reports for the departmental annual report, compile information on their subjects, moderate examination papers and conduct in-service training. Each organiser visits all the areas in Kwazulu for inspection purposes and other duties.

(iii) Psychological services division

The purpose of this division is to render psychological services and its functions include giving vocational guidance to pupils, conducting psychological tests and doing research.

This division is headed by an inspector whose rank is equal to that of the Inspector of Education. His main duties include inter alia control and supervision of staff, counselling on educational problems, inspection of cumulative record cards and assisting with psychological testing.

Under him are four Inspectors of Schools whose functions include interpretation and application of psychological tests to post-primary schools, orientation of teachers in interpretation of student test scores, drawing up of forecasts for schools and the training of teachers in applying psychological tests.

(iv) Culture division

The purpose of this division is to promote cultural life and its functions in broad outline include establishing and cultivating a cultural bureau and conducting historical and cultural research.

This division is headed by one Organiser of Special Subjects. His duties amongst others include organization of the Bureau for Zulu Language and Culture, organization of national events and celebrations and organization of adult education centres. He is assisted by one Grade 11 clerk.

(v) Library services division

The purpose of this division is to render a library service and among other things it has to select and obtain publications and maintain records.

(vi) Language services division

The purpose of this division is to provide a language service and its general functions include translations, research and general Zulu language development. The head of this division, the Chief Language Officer, is assisted by one Senior Language Officer and two language officers.

The specific functions of these officers include translation of examination papers, bills, policy speeches, and Government notices and the coining of Zulu equivalents from words employed in speeches, bills and public notices.

The head of this division is a member of the Zulu Language Committee and attends meetings of the Committee regularly.

(vii) Planning division

The purpose of this division is to promote education by means of proper planning. The general functions of this division are inter alia to determine the needs in connection with educational courses and facilities, to render professional advice, to draft departmental examination papers and to conduct research. The Chief Education Planner is the head of this division.

The specific duties of the education planners in Kwazulu are inter alia to study syllabi for all types of schools, give advice on introduction of new courses or subjects, compile and analyse statistics from annual and quarterly returns, study existing facilities for teacher training at both primary and secondary levels, plan new teacher training institutions, study inspection reports to determine general weaknesses in schools, make recommendations

concerning the allocation of school equipment, apparatus and furniture, analyse examination results and act as members of various departmental boards, committees and commissions.

(viii) Education advisers

Besides the Secretary, there are three White Education Advisers who are seconded to Kwazulu by the Department of Education and Training. They are responsible for organising and seeing to the needs in technical education, teacher training and Science and Mathematics teaching in Kwazulu.

2.3.2b Administrative branch

The Assistant Secretary (Administration) is the head of the Administrative branch. The purpose of this branch is to render administrative services. Its general functions include administration of school matters and staff matters. This branch is subdivided into a school administration division and a staff division.

(i) School administration division

The purpose of this division is to administer school matters. The general functions of the division include exercising administrative control over schools, rendering auxiliary services to schools and handling all matters connected with stores.

At the head of the schools administration division is a clerk with the rank of chief clerk. This division is further subdivided into a schools control section and a services section.

- Schools control section

This section exercises administrative control over schools. It renders administrative services regarding the erection of schools, classrooms and boarding-houses.

The following posts are authorised for this section:

one principal clerk;
one senior clerk;
two Grade 1 clerks; and
eight Grade 11 clerks.

- Services section

The purpose of this section is to render auxiliary services to schools. Its specific functions include the constitution of school committees, checking monthly statements of accounts, handling applications for bursaries and handling examination entries.

The authorised posts for this section are as follows:

one senior clerk;
three Grade 1 clerks;
eight Grade 11 clerks;
two assistant clerks;
one temporary worker Grade 11; and
one temporary worker Grade IV.

(ii) Staff division

The purpose of this division is to administer staff matters and it is responsible for ensuring that conditions of service are strictly adhered to by all staff members. The staff division is further subdivided into the staff provision section, the conditions of service section and the registry section.

- Staff provision section

This section handles all staff matters. It keeps establish-

ment records and ensures that vacancies, when they occur, are filled. The authorised posts for this section are:

one principal clerk;
two senior clerks;
four Grade 1 clerks; and
24 Grade 11 clerks.

- Conditions of service section

The purpose of this section is to apply conditions of service. This section deals particularly with misconduct cases and transfer expenses and it also handles pension applications.

The authorised posts which are attached to this section are:

one senior clerk;
two Grade 1 clerks;
seven Grade 11 clerks;
three typists; and
one assistant clerk.

- The registry section

This section renders registry services which consist of sorting incoming and outgoing mail, filing and the distribution of files to all sections of the Department when they are required for a administrative purposes.

The authorised posts for this section are:

two Grade 1 clerks;
two Grade 11 clerks;
nine assistant clerks; and
two temporary workers.

2.4 ADVISORY AND CONSULTATIVE BODIES THAT LIAISE WITH THE DEPARTMENT OF EDUCATION AND CULTURE

2.4.1 Advisory Council for Education in Kwazulu

Sections 32 and 34 of the Kwazulu Education Act of 1978 empower the Minister to establish an Educational Council for Kwazulu and to recognise, for purposes of consultation, an association of teachers (Kwazulu Govt. Notice Nr. 23, 1978, p. 20). An Advisory Council consisting of 12 members drawn from the teaching profession, the clergy, the civil service and university lecturers was established in 1978. Its main function is to advise the Minister on matters pertaining to education in Kwazulu.

2.4.2 Parliamentary Education Committee

In the Kwazulu Legislative Assembly a Parliamentary Education Committee exists which is composed of members of the Assembly who have a special knowledge of educational matters. Membership to this Committee is, however, not limited to those who have special knowledge of educational matters - the Committee may also include members who have an interest in education.

The functions of this Committee are as follows (Dhlomo, interview, 1979):

- to take a leading role in debates pertaining to education in the Assembly;
- to bring certain problems of an educational nature to the attention of the Minister;
- to liaise (through the Chairman of the Committee) with the Minister. The Minister may, if he wishes, attend the meetings of the Parliamentary Education Committee.

2.5 FINANCING OF EDUCATION IN KWAZULU

Education in Kwazulu is financed from the general budget of the Kwazulu Government. In terms of the Bantu Homelands Constitution Act of 1971 the Revenue Fund for Kwazulu was established in 1972 when the Kwazulu Legislative Assembly came into existence (Govt. Gazette Nr. 3046, 1971, p. 2). The revenues paid into the Kwazulu Revenue Fund are of three types:

- Revenue from own sources:

  The income for Kwazulu from own sources is derived from taxes, levies and rates imposed in terms of the Bantu Taxation Act of 1969. Estimated income derived by Kwazulu from taxation in the 1978/79 financial year amounted to R34 960 000 (Benso, 1978, p. 66).

- Grant from the Republic of South Africa:

  A statutory amount paid from the Consolidated Revenue Fund of the Republic of South Africa is paid into the Revenue Fund for Kwazulu in terms of Section 6(2)(c) of the Bantu Homelands Constitution Act of 1971 (Govt. Gazette Nr. 3046, 1971, p. 9). The estimated statutory amount paid into the Kwazulu Revenue Fund in the 1978/79 financial year amounted to R86 069 000 (Benso, 1978, p. 66).

- Additional amount from the Consolidated Revenue Fund:

  In terms of Section 6(2)(d) of the Bantu Homelands Constitution Act, an additional sum of money from the Consolidated Revenue Fund may be appropriated by the Parliament of the Central Government for payment into the Revenue Fund for Kwazulu (Government Gazette Nr. 3046, 1971, p. 9). An estimated additional amount of R42 225 000 was paid into the Revenue Fund for Kwazulu during the 1978/79 financial year (Benso, 1978, p. 66).

By the Bantu Laws Amendment Act of 1975 (Act 9 of 1975) further provision was made for the calculation of amounts payable by way of an annual grant from the Consolidated Revenue Fund into the Revenue Fund for Kwazulu. Section 6(2) of the Bantu Homelands Constitution Act of 1971 was amended by substituting

paragraph (c) which stipulates the amounts of the annual grant as follows:

(i) the amount paid from the Consolidated Revenue Fund into the Kwazulu Revenue Fund during the financial year ending 31 March 1974 by way of annual grant in respect of matters the administration of which was transferred to Kwazulu Government in accordance with the Bantu Homelands Constitution Act of 1971;

(ii) the amount paid into the Kwazulu Revenue Fund in terms of paragraph (d) of the Bantu Homelands Constitution Act during the financial year ended 31 March 1974 less the amounts determined in respect of that financial year in terms of subparagraph (iv) and (v) of the act;

(iii) an amount which must be approved by the Minister of Finance of the Republic after consultation with the Controller and Auditor-General and corresponding to the expenditure by the Government of the Republic in connection with the matter before it was transferred to Kwazulu Government. The amount must be less the income from existing sources of revenue, (such as taxes, levies and rates) as determined by the Minister of Co-operation and Development in consultation with the Minister of Finance of the Republic;

(iv) an amount derived from levies, taxes on the income and profits of companies in Kwazulu territory;

(v) an amount which accrued to the Consolidated Revenue Fund during the financial year, from customs, excise and sales duties derived from Kwazulu territory;

(vi) the Minister of Co-operation and Development may, in consultation with the Minister of Finance of the Republic, adjust the amounts referred to in paragraph (i) to (v). (Act Nr. 9 of 1975).

Each year the Secretary for Education and Culture prepares educational estimates which are referred to the Department of Education and Training of the Central Government for expert advice and then submitted to the Department of the Chief Minister and Finance of Kwazulu (Thorrington-Smith, Rosenberg and Mc Crystal, 1978, p. 73). Table 2.1 shows amounts spent on various items connected with education in Kwazulu from 1975/76 to 1979/80.

TABLE 2.1. KWAZULU - EDUCATIONAL EXPENDITURE AND AMOUNTS VOTED IN THE FINANCIAL YEAR 1975/76 - 1979/80

PARTICULARS		1975/76	1976/77	1977/78	1978/79	1979/80
A.	Salaries, Wages and Allowances	R 1 292 070	R 1 600 100	R 1 978 560	R 2 648 570	R 3 234 646
B.	Subsistence and Transport	R 71 000	R 98 000	R 112 000	R 158 000	R 227 300
C.	Postal, Telegraph and Telephone	R 2 500	R 2 500	R 17 500	R 19 300	R 31 030
D.	Printing, Stationery, Advertisement & Publications	R 30 000	R 36 500	R 41 000	R 41 000	R 46 000
E.	Miscellaneous Expenses	R 1 574 650	R 2 039 450	R 2 763 950	R 3 376 590	R 4 066 400
F.	Supplies and Services Govt. Schools and Hostels	R 682 900	R 1 011 050	R 1 019 090	R 939 380	R 1 284 800
G.	Community Schools (subsidies)	R14 804 000	R19 690 600	R25 781 400	R32 125 560	R40 481 010
H.	Bursaries and Loans	R 41 000	R 50 000	R 50 000	R 65 000	R 70 000
I.	Training of Industrial Workers	R 24 000	R 30 000	R 70 000	R 60 000	R 28 000
J.	Adult Education	-	-	R 100	R 30 000	R 54 430
	TOTAL	R18 522 120	R24 558 200	R31 833 600	R39 463 400	R49 523 616

Source : R.S.A. Auditor-General, 1976-1980.

000 37

According to Table 2.1 subsidies paid to community schools account for the biggest proportion of the total financial allocation to education in Kwazulu. The subsidies include the following: salaries for teachers, vacation savings bonus, equipment, furniture, maintenance, books and rand-for-rand contributions for the erection of community school buildings (R.S.A. Auditor-Genl., 1978, p. 33). In the 1979/80 financial year the Department spent R1 621 837,99 on books for secondary schools and R713 478 for primary schools (Kwazulu Dept. of Educ. and Culture, unpublished statistics).

2.5.1 Local financing of education

Although the Kwazulu Government bears all the major expenses connected with education, the parents of pupils contribute towards school funds. Rules regarding the control and administration of school funds at Government and community schools are set out in the Government Gazette extraordinary of 30 September 1968 which inter alia stipulates the following for community schools:

- The school committee of a school may establish a school fund.
- All contributions by pupils in primary schools shall be voluntary.
- Subject to the approval of the Secretary a school committee may make contributions by pupils in secondary schools compulsory.
- Contributions shall not exceed the following amounts without the approval of the Secretary:

  10 cents per pupil per quarter in lower primary schools;
  30 cents per pupil per quarter in higher primary schools;
  one rand per pupil per quarter in secondary schools (Government Gazette nr. 1023, 1968, p. 20).

School funds are appropriated as follows: provision of lighting, purchase of cleaning and sanitary requisites, maintenance and rent of school buildings, provision of water, purchase of teaching aids and sports requisites, purchase of class books for use by pupils, insurance of school buildings, auditing and administration of school fund account

and for other purposes which are regarded by the school committee as essential in the interest of the pupils.

Besides the payment of school funds, parents may be required to pay for the services of an extra teacher who is referred to as a privately paid teacher. The salary of a privately paid teacher is determined locally by the principal and the school committee. Table 2.40 in the section on teachers shows the number of privately paid teachers for the years 1975 to 1978. The third type of fund contributed by Kwazulu parents of children in community schools is the building fund. When a school committee has decided to erect a school, it obtains a school building plan from the local circuit inspector. After the cost of the project has been calculated, a meeting of the parents is convened at which a decision about the amount to be contributed by each parent is made. When the school or part of the school has been finished the school committee submits a rand-for-rand claim to the Department. - Table 2.2 shows the number of schools, classrooms and amounts paid on a rand-for-rand basis from 1977 to 1979.

TABLE 2.2 KWAZULU - RAND-FOR-RAND SUBSIDIES, 1977 - 1979

YEAR	NO. OF SCHOOLS	NO. OF CLASSROOMS	EXPENDITURE R-for-R
1977	195	527	R592 473,00
1978	168	430	R499 908,09
1979	175	461	R526 683,00

Source: Dept. of Educ. and Culture, unpublished statistics.

2.6 LOCAL MANAGEMENT AND CONTROL OF SCHOOLS

2.6.1 Regional Authorities

A Regional Authority is composed of Chiefs and Councillors and its most important function is to exercise local government in the magisterial area. The chairman of the Regional Authority is usually one of the prominent Chiefs of the area.

Each Regional Authority in Kwazulu has among its members a Councillor who represents educational interests in the area, and at a Regional Authority meeting this Councillor reports on educational matters (Mzimela, interview, 1979). The local Circuit Inspector who is always invited to attend meetings of the Regional Authority takes an active part in discussions on educational matters. The most important function of Regional Authorities in the educational field is to plan specific educational projects for their areas in conjunction with the Circuit Inspector. The Circuit Inspector forms an important link between the Department of Education and Culture and the Regional Authority, and although the Secretary of the Regional Authority always sends a copy of the Minutes of Regional Authority meetings to the Secretary for Education and Culture, the Circuit Inspector may, if he finds it necessary, also write a report on the discussions and submit it to the Secretary.

2.6.2 School Committees for community schools

In 1978 there were 1992 community schools in Kwazulu (Kwazulu Dept. of Educ. and Culture, 1978a, p. 30). Provision for the establishment of School Committees for community schools in Kwazulu is contained in the Kwazulu Education Act of 1978. As a result of the amendment to the regulations for the establishment of School Committees, all of the nine members are now elected by parents or guardians at a meeting called for the purpose. The Chairman and Vice-Chairman are elected on the same day of the meeting by members among themselves (Kwazulu Dept. of Educ. and Culture, 1977a). Each member of a School Committee holds office for a term of three years but the Secretary for Education and Culture may terminate membership of a School Committee

if he is of the opinion that such membership is not in the interest of education or of the community. The Secretary is also empowered to extend the term of office of a member of a School Committee.

The duties, powers and functions of a School Committee are the following:

- The School Committee may bring any matter which in its opinion affects the welfare and efficiency of the community school to the notice of the Circuit Inspector.

- The School Committee may expel any pupil from attending the community school. The parents of an expelled pupil have the right of appeal to the Circuit Inspector and the Minister.

- The School Committee may inquire into any complaint concerning the community school or the teaching staff and if necessary refer such complaints to the Circuit Inspector.

- The School Committee may recommend to the Circuit Inspector that an enquiry be held if in its opinion the principal or teacher does not possess the required qualifications for his post, is incompetent to teach through the prescribed medium or is incapable of teaching efficiently owing to any physical or mental defect.

- The School Committee is empowered to consider inspection reports and when necessary make recommendations to the Circuit Inspector on any matter mentioned in or arising from such reports.

- The School Committee may advise the Circuit Inspector and make recommendations in connection with the appointment of teachers.

- The School Committee may establish, control and administer any school fund subject to the regulations regarding the establishment control and administration of school funds at community schools.

- The School Committee is responsible for the supervision of buildings, school site, school equipment and other accessories of the community school concerned.

- The School Committee must ensure that during March each year, the Chairman convenes a meeting of parents at which the statement of revenue and expenditure of the school fund for the previous financial year and estimates of revenue and expenditure for the new year are submitted. At this meeting the principal submits a general report concerning the school (Government Gazette Nr.1023, 1968, p.23).

Furthermore any member of a School Committee has a right of access to the community school under the supervision of the School Committee of which he is a member. However, such a member entering the premises of a community school is expected not to interfere in the work performed in the school or with any teacher in the discharge of his professional duties.

Normally the School Committee communicates with the Department of Education through the Circuit Inspector.

2.6.3 Governing Councils for Government schools

In 1978 there were 28 Government schools in Kwazulu (Kwazulu Dept. of Educ. and Culture, 1978a, p. 30). The local control of these schools is in the hands of Governing Councils. These Governing Councils are constituted as follows:

- For high schools with an all Zulu Staff the chairman is the local Circuit Inspector and the members are the principal, the deputy principal, the vice-principal and a co-opted member, the chairman of the Parents Committee who has no right to vote.

- For high schools, teacher training and vocational training schools with White seconded principals the chairman is the Education Adviser, and the members are the Circuit Inspector, the principal,

the deputy principal, the vice-principal and a co-opted member, the chairman of the Parents Committee who has no right to vote.

- For teacher training schools with an all Zulu staff, the chairman is the Chief Inspector and the members are the Circuit Inspector, the principal, the deputy principal, the vice-principal and a co-opted member, the chairman of the Parents Committee who has no right to vote (Kwazulu Dept. of Educ. and Culture, 1975a).

The Governing Council meets once a quarter to attend to general and specific matters affecting the school. The secretary of the Governing Council is usually the vice-principal, and whenever a meeting of the Governing Council has been held a copy of the minutes of the meeting is sent to the Department of Education through the Circuit Inspector (Soni, interview, 1979).

The decision to establish a Government school is taken by senior officials at the head office of the Department of Education and Culture.

2.6.4 Parents Committees for Government schools

Each Government school in Kwazulu has a Parents Committee in addition to the Governing Council (Kwazulu Dept. of Educ. and Culture, 1977a). A Parents Committee consists of five members who reside reasonably close to the Government school so that they may attend meetings regularly. When a Parents Committee is constituted, the Circuit Inspector, on behalf of the Department of Education invites the local Regional Authority to nominate the five members of the Parents Committee. The chairman, vice-chairman and the secretary are elected annually by the members among themselves. The term of office of each member of the Parents Committee is three years.

A meeting of the Parents Committee is held once a quarter at the school concerned. The chairman may however call an extraordinary meeting at any time provided that the prior approval of the Circuit Inspector had been obtained.

The powers and duties of the Parents Committee include the following:

- to advise the Governing Council concerning matters regarding the general welfare of the boarders in the hostels;
- to advise the Governing Council when requested to do so, on matters concerning discipline and the maintenance of a healthy spirit in the hostel;
- to deal with any other matter regarding the common interest of the school and hostel if so directed by the Governing Council.

When a Parents Committee visits an institution, consultation with the principal before the visit must have taken place.

2.6.5 Local control of other schools

Hospital schools were established in Kwazulu hospitals to meet the educational needs of children undergoing prolonged hospitalization. When a hospital school is to be established, the Superintendent of the hospital applies for the registration of the school to the Department through the Circuit Inspector. As soon as the application has been approved the Circuit Inspector informs the Superintendent that the school can start to function. The Superintendent exercises local control and communicates with the Circuit Inspector with regard to the educational needs of the school. There were four hospital schools in Kwazulu in 1978 (Kwazulu Dept. of Educ. and Culture, 1978a, p. 30).

Scheduled schools are schools which cannot be classified as community schools, special schools, Government schools, private schools, night schools or factory schools. They are controlled and managed by one person. There were five such schools in Kwazulu in 1978 (Kwazulu Dept. of Educ. and Culture, 1978a, p. 30).

There are two special schools for handicapped children in Kwazulu, namely Vuleka in the Nkandla district and Madadeni school for cripples near Newcastle. Vuleka is a special school for the blind and the deaf. Both schools were built by the Dutch Reformed Church in Natal.

2.7 THE SCHOOL SYSTEM

2.7.1 The twelve year structure

Up to the end of 1975 education in Kwazulu had a thirteen year structure which was divided into a four year lower primary phase (Substandard A to Standard 2) plus a four year higher primary phase (Standard 3 to Standard 6) followed by a three year junior secondary phase (Form 1 to Form 111) plus a two year senior secondary phase (Form IV and Form V). From 1976 the thirteen year structure was replaced by a twelve year structure which is divided into a four year lower primary phase (Substandard A to Standard 2) plus a two year higher primary phase (Standard 3 and Standard 4) followed by a three year junior secondary (Standard 5 to Standard 7) and a three year senior secondary phase (Standard 8 to Standard 10).

In practice the first year of the secondary phase is accommodated in primary schools where it fulfils a useful purpose as a transitional year bridging the gap between primary and secondary education. At the end of the primary phase of seven years, pupils write a primary school leaving examination of the Department of Education and Training. Having passed this examination pupils may continue their education in secondary schools.

According to the present twelve year structure secondary education is divided into a three year course and a five year course, that is to say, having completed the first two years, pupils may choose between spending their third year preparing for the Junior Certificate at the end of the year or commencing a three year preparation for the Senior Certificate examination (Rupertí, 1975, p. 94). Those who choose the former are final year pupils and can enter certain vocational courses, but those who choose the latter continue with Standards 9 and 10.

The promotion of pupils from one class to the next depends largely on scholastic achievement determined by internal and external examinations. In Standards 5, 8 and 10 the external examinations of the Department of Education and Training are written, while internal examinations under the supervision of the Inspectors of Education are written in the other standards.

By the Kwazulu Medium of Instruction and Languages Act of 1973 provision was made for Kwazulu pupils in Substandard A to Standard 2 to receive instruction in Zulu and for pupils above Standard 2 to receive instruction in English. The provisions of this Act were implemented with effect from January 1974 (Kwazulu Legislative Assembly, 1973, p. 1).

TABLE 2.3 KWAZULU-PRIMARY SCHOOLS ACCORDING TO MEDIUM OF INSTRUCTION, 1978.

COURSE	ZULU	ENGLISH	SOUTH SOTHO
Lower Primary	1586	-	1
Higher Primary	46	1077	-

Source : Dept. of Educ. and Training, 1979a, p. 301.

Table 2.3 shows that although the Act makes provision for all pupils above Standard 2 to receive instruction in the medium of English, there are 46 higher primary schools which still give instruction in the medium of Zulu. It can also be noted from Table 2.3 that one school in Kwazulu gives instruction in the medium of South Sotho instead of Zulu in the lower primary phase. This school, Ikaheng, situated in the Ngutu District, was registered in 1960 by the Department of Bantu Education as a South Sotho School (Dept. of Bantu Educ., 1960). When the Kwazulu Department of Education and Culture was established in 1972, the original conditions of registration of the school were recognised and the school was allowed to continue using South Sotho as the medium of instruction in the lower primary phase (Kwazulu Dept. of Educ. and Culture, 1975b).

2.7.2 Primary education

Primary education in Kwazulu is divided into two phases, namely the lower primary course (Substandard A to Standard 2) and the higher primary course (Standard 3 and Standard 4).

The aim of education in the lower primary phase is to provide the child with physical, social, mental and spiritual education of such a nature that he will become a useful person capable of contributing towards the development of a progressive community on a Christian basis (Dept. of Bantu Educ., 1975f, p. 1). The fact that a child will one day as an adult earn a living is taken cognizance of. Therefore provision is made for him to learn not only a sound knowledge of his home language, but also to acquire the ability to speak and understand English and Afrikaans, to calculate, to understand and practice the rules of health and to behave in accordance with the basic principles of Christian teaching (Dept. of Bantu Educ., 1975g, p. iii).

To realise the goals of education in the lower primary course the following subjects are offered: Religious Education, Afrikaans, English, Zulu, Mathematics, Environment Studies, Health Education and Physical Education, Writing, Music, Art and Craft and Gardening (Dept. of Bantu Educ., 1975g, p. iii). The immediate objective of education in the lower primary course is to train pupils to read and write their home language and to equip them with an elementary knowledge of Mathematics, English and Afrikaans (Dept. of Bantu Educ., 1975f, p. 1).

The subjects and time distribution per week for Substandard A to Standard 2 are indicated in Table 2.4.

TABLE 2.4 KWAZULU-LOWER PRIMARY COURSE : SUBJECTS AND TIME DISTRIBUTION

SUBJECT*	SSA AND SSB	STANDARDS 1 AND 2
	Minutes	Minutes
Assembly and Devotions	5x10 = 50	5x10 = 50
Religious Education	5x20 = 100	5x25 = 125
Afrikaans	5x25 = 125	9x30 = 270
English	5x25 = 125	9x30 = 270
Bantu Language	5x25= 125	
	3x30 = 90	7x30 = 210
Mathematics	5x25= 125	7x30 = 210
Environment Studies	- -	3x30 = 90
Health Education and Physical Education	3x20 = 60	5x25 = 125
Writing	5x15 = 75	3x30 = 90
Music	2x20 = 40	3x30 = 90
Art and Craft	-	60
Gardening	-	60
Intervals	5x25 = 125	5x25 = 125

* Ubuntu - Botho (Inkatha) is a non-examination subject which was introduced in 1979.

Source : Dept. of Bantu Educ., 1975f, p. 1.

Periods for Substandard A and Substandard B are a maximum of 25 minutes each. Periods for Standards 1 and 2 are calculated on a basis of 30 minutes per period. A measure of elasticity is allowed in the time allocation for practical subjects. In this respect more time is devoted to Gardening during the growing season and less to Handwork. During the rest of the year more time is devoted to Handwork.

The higher primary course is an extension of the lower primary course and has similar goals. In the higher primary course, however, emphasis is put on more advanced training in the home language, provision of an adequate knowledge of English and Afrikaans and training in manual dexterity. The

subjects and time distribution for the higher primary course are indicated in Table 2.5.

TABLE 2.5 KWAZULU-HIGHER PRIMARY COURSE: SUBJECTS AND ALLOCATION OF TIME

SUBJECT*	TIME PER WEEK IN MINUTES
Assembly and Devotions	5x10 = 50
Compulsory Subjects	
Religious Education	5x25 = 125
Bantu Language	6x30 = 180
Afrikaans	8x30 = 240
English	8x30 = 240
Mathematics	6x30 / 1x25 = 205
Social Studies	5x30 = 150
Health Education (including Physical Education)	4x25 = 100
General Science	4x30 = 120
Music	2x30 = 60
Optional Subjects (Any two)	
Needlework (Girls)	3x30 = 90
Gardening (girls and boys)	
Art and Crafts (girls and boys)	
Intervals	5x25 = 125
TOTAL	1775

* Good Citizenship (Inkatha) is a non-examination subject which was introduced in 1979.

Source : Dept. of Bantu Educ., 1975f, p. 1.

Although Standard 5 is the first year of the junior secondary course it is for practical purposes accommodated in the primary schools. The Standard 5 curriculum and allocation of time per subject is shown in Table 2.6.

TABLE 2.6 KWAZULU-STANDARD 5 SUBJECTS AND TIME ALLOCATION

SUBJECTS	PERIODS AND TIME PER WEEK
Examination subjects	
Religious Education	5x25 = 125 minutes
Bantu Language	7x30 = 210 "
Afrikaans/English	8x30 = 240 "
English/Afrikaans	10x30 = 300 "
Mathematics	7x30 = 210 "
General Science	6x30 = 180 "
Social Studies	5x30 = 150 "
Optional Subjects	4x30 = 120 "
Pupils may take one of the following subjects:	1535 "
Homecraft (girls)	
Needlework (girls)	
Woodwork and Metalwork (Boys)	
Art and Crafts (Boys and girls)	
Agricultural Science (boys and girls)	
Non-examination Subjects*	
Singing	2x30 = 60 minutes
Physical Education	2x30 = 60 "
	120 "
TOTAL time devoted to instruction	1535+120
	1655 minutes

* Good Citizenship (Inkatha) is a non-examination subject which was introduced in 1979.

Source : Dept. of Bantu Educ., 1975f, p. iii.

All these subjects are examined externally by the Department of Education and Training. The minimum requirements for a pass are as follows:

- a minimum of 40 per cent in total;
- a minimum of 40 per cent in Zulu;
- a minimum of 40 per cent in Afrikaans or English;
- a minimum of $33^1/_3$ per cent in four more subjects.

Besides these examination subjects there are three non-examination subjects namely, Singing, Physical Education and Inkatha.

TABLE 2.7 KWAZULU-PRIMARY SCHOOLS ENROLMENT ACCORDING TO CONTROL OF SCHOOL, 1978

CONTROL	SUB A	SUB B	STD 1	STD 2	STD 3	STD 4	STD 5	TOTAL
Community	152399	117561	103797	88911	77514	59969	56210	656361
Hospital	132	21	14	17	3	6	3	196
Scheduled	95	112	73	67	68	28	28	471
Sub-total	152626	117694	103884	88995	77585	60003	56241	657028
Private	438	388	330	302	283	218	158	2117
TOTAL	153064	118082	104214	89297	77868	60221	56399	659145

Source : Dept. of Educ. and Training, 1979a, p. 348.

Table 2.7 shows that the largest number of Kwazulu primary pupils are enrolled in community schools while Table 2.8 reveals that nearly all primary schools in Kwazulu are Government and community schools.

TABLE 2.8 KWAZULU-PRIMARY SCHOOLS ACCORDING TO CONTROL, 1978

CONTROL	TOTAL
Government and Community	1722
Church and Private	7
TOTAL	1729

Source : Dept. of Educ. and Training, 1979a, p. 293.

2.7.3 Secondary education

The junior secondary school course which begins in Standard 5 is continued in Standard 6 and Standard 7. There are five compulsory subjects offered in the final years of the junior secondary course,

namely Zulu, Afrikaans, English, Mathematics and General Science. In addition to the compulsory subjects a school may offer any two subjects from the following: Accountancy, Agricultural Science, Art, Biblical Studies, German, Home Economics, Latin, Needlework and Clothing, Social Studies, Theory of Music and Woodwork. Religious Education, Singing and Physical Education are non-examination subjects (Dept. of Bantu Educ., 1975c, pp i-ii).

Standards 6 and 7 are examined internally at the end of each year and the minimum requirements for a pass are as follows:

- a minimum of 40 per cent of the total;
- a minimum of 40 per cent in Zulu;
- a minimum of 40 per cent in Afrikaans or English;
- a minimum of 35 per cent in three other subjects (Dept. of Bantu Educ., 1975c, p. iii).

A pass in the internal examination for Standard 7 qualifies a pupil to proceed to Standard 8 which is the first year of the senior secondary course. At the end of the year Standard 8 pupils write an external examination of the Department of Education and Training. The purposes of this external examination are:

- "to enable candidates ultimately to obtain a Matriculation/Senior Certificate with university exemption;

- to enable candidates ultimately to obtain a Senior Certificate without university exemption;

- to enable candidates to train as primary school teachers after obtaining the Standard 8 certificate;

- to enable candidates to obtain a Standard 8 certificate as a School Leaving Certificate, to enter employment or to be admitted to certain trade and technical courses" (Dept. of Bantu Educ., 1975b, p. 3).

Since the Standard 8 examination is intended to serve a number of different purposes, candidates must ensure that the subjects they

select meet the requirements of this differentiated approach. Altogether seven examination subjects must be studied for the Standard 8 examination of which three are compulsory namely Zulu, English and Afrikaans and four are optional. The optional subjects (listed below) must be selected according to the candidate's contemplated direction of study and account must be taken of the limitations indicated against each subject:

Functional Mathematics (not to be taken with Mathematics)
Mathematics (not to be taken with Functional Mathematics)
Physical Science (may be taken only if Mathematics is taken)
Biology (may not be taken together with Physiology)
Physiology (may not be taken together with Biology)
History, Geography, Biblical Studies (provided it has been taken up to Standard 7)
Latin (provided it has been taken up to Standard 7)
German (provided it has been taken up to Standard 7 and is not offered as a first language)
Agricultural Science (preferable that it has been taken up to Standard 7 but could be started in Standard 8)
Woodwork (provided it has been taken up to Standard 7)
Art (provided it has been taken up to Standard 7)
Economics (if taken together with Accountancy for matriculation exemption, Mathematics is compulsory)
Accountancy (provided it has been taken up to Standard 7)
Business Economics (follows on Accountancy in Standard 7)
Typing (provided it has been taken up to Standard 7)
Shorthand (provided it has been taken up to Standard 7)
Home Economics (preferable that it has been taken up to Standard 7 but could be started in Standard 8)
Needlework (preferable that it has been taken up to Standard 7 but could be started in Standard 8) (Dept. of Bantu Educ., 1975b, pp. 9 and 11).

Besides the seven compulsory subjects there are two compulsory non-examination subjects, namely Religious Education and Music and Singing. Good Citizenship (Inkatha) is a non-examination subject which was introduced in 1979. The conditions for a pass in Standard 8 are as follows:

- a minimum of 40 per cent in Zulu;
- $33^1/_3$ per cent in English or Afrikaans;
- $33^1/_3$ per cent in three more subjects;
- an aggregate of at least 40 per cent in the examination as a whole.

A Standard 8 certificate issued to a successful candidate indicates by means of an aggregate symbol, the aggregate percentage of the total marks obtained by the candidate in the examination. The symbols are graded as follows:

A = 80 per cent
B = 70 per cent
C = 60 per cent
D = 50 per cent
E = 45 per cent
EE = 40 per cent (Dept. of Bantu Educ., 1975b, p. 21).

In Kwazulu it was decided that with effect from 1 January 1979 only candidates who obtained aggregate symbols A, B, C, D and E could be admitted to the senior secondary course or to the primary teachers course. However, the Department retains the Junior Certificate with the aggregate EE symbol for it still proves a valuable document to many school leavers apart from those who want to pursue certain trades and vocations (Kwazulu Dept. of Educ. and Culture, 1978b).

At the end of the third year in the senior secondary course candidates write an external examination of the Department of Education and Training and if they pass they obtain either a Matriculation Certificate/Senior Certificate with university exemption or a Senior Certificate without university exemption, depending on the subjects taken, whether they were taken in the higher or standard grade and symbols obtained in the subjects.

The subjects have been divided into six groups represented by the letters A, B, C, D, E and F.

Languages are classified under Group A and Group D while Mathematics and Science fall under Groups B and C respectively. Art subjects which include History, Geography, Music, Art and Biblical Studies fall under Group E while commercial and technical subjects are classified under Group F (Dept. of Bantu Educ., 1975d, p. 3).

The pass marks for the subjects are as follows:

- The maximum marks for all higher grade subjects is 400 except in the case of English second language higher grade and Afrikaans second language higher grade for which the maximum marks is 300 in each case.

- The maximum marks for all standard grade subjects is 300.

- The minimum requirement to pass a higher grade subject is 160 marks (40 per cent) (Afrikaans/English second language higher grade excluded).

- The minimum requirement to pass a standard grade subject is 100 marks ($33^1/_3$ per cent) (Afrikaans/English second language higher grade included).

- The minimum total mark required to pass the Matriculation Examination (with university exemption) is 950.

- The minimum total mark required to pass the Senior Certificate (without university exemption) is 720 (Dept. of Bantu. Educ., 1975d, p. 8).

A candidate who fails a subject on the higher grade can change the same subject to a pass on the standard grade on the following basis: if he obtains $33^1/_3$ to 39 per cent in English or Afrikaans first language higher grade, he is deemed to have passed with 40 per cent in English or Afrikaans second language standard grade, and if he obtains 25 to $33^1/_3$ per cent in English or Afrikaans first language higher grade he is deemed to have passed with $33^1/_3$ per cent in English or Afrikaans second language standard grade. The other subjects change

from higher grade to standard grade on the same basis (Dept. of Bantu Educ., 1975 d, p. 7).

In order to obtain a Matriculation Certificate or a Senior Certificate with university exemption a candidate must:

- offer six but not more than seven subjects chosen from each of four different groups;
- pass in at least five subjects;
- obtain the minimum total marks of 950;
- pass in a first language higher grade and English or Afrikaans first or second language higher grade from Group A;
- have included amongst the subjects passed, a subject from each of four different groups or two subjects from Group C or Group E and one subject from each of two other groups;
- pass in at least three subjects on the higher grade, one of which must be a first language higher grade and the other two be from two different groups of B, C, D and E. If a candidate's home language is a Bantu language he may offer a Bantu language higher grade as a subject from Group A, provided he also offers Afrikaans or English first or second language higher grade and further provided that he passes both Afrikaans and English first or second language higher grade. He may offer either one as a subject under Group D (Dept. of Bantu Educ., 1977 a, pp. 1,2).

For a candidate to obtain a Senior Certificate without university exemption he must:

- present at least six but not more than seven subjects for the examination;
- pass in at least five subjects;
- obtain a minimum total of 720 marks;

- pass a first language higher grade and pass English or Afrikaans second language higher grade or second language standard grade;

- subject to the above provisions, subjects may be presented from any group or groups of subjects (Dept. of Bantu Educ., 1975d, p. 9).

TABLE 2.9 KWAZULU-SECONDARY SCHOOLS ACCORDING TO TYPE, 1978

TYPE OF SCHOOL	TOTAL
Junior Secondary Stds. 6 - 8	233
Senior Secondary Stds. 6 - 10	55
Higher Primary and Junior Secondary	6
Junior Secondary and Vocational Training	2
Secondary, Teacher and Trade Training	1
Technical Secondary, Teacher Training, Trade and Vocational Training	1
Secondary, Technical Secondary, Advanced Technical and Trade Training	1
TOTAL	299

Source: Dept. of Educ. and Training, 1979a, pp. 293, 295.

Table 2.9 shows that secondary education is provided in 299 schools in Kwazulu. The table also reveals that secondary classes are attached to some primary schools, teacher training, vocational training and technical schools.

2.7.4 Teacher training

Three types of courses are offered in teacher training colleges in Kwazulu:

- a two year primary teachers course;
- a two year junior secondary teachers course;
- a two year trade instructors course.

The minimum entry level for the primary teachers course and the trade instructors course is Standrad 8 or a Junior Certificate and for the junior secondary teachers course the entry level is Standard 10 or a

Senior Certificate.

The aim of the primary teachers course is to give student-teachers a thorough knowledge of the content of the various primary school subjects, and of the methods, skills and techniques necessary to present them in practice, together with a broad professional training that will equip them for work in the primary school (Dept. of Bantu Educ., 1972, p. 1).

The structure of the primary teachers course is as follows:

First year

GROUP I

Basic professional subjects:- General Method (including blackboard work, teaching aids and demonstration lessons), Elementary Educational Psychology, Practical Teaching, Religious Education.

GROUP II

Basic subjects:- Bantu Language and Method of Teaching Afrikaans, English, Method of Teaching Afrikaans and English, and Arithmetic (including Method).

GROUP III

Content subjects:- Health Education; Environment Study/Social Studies; General Science.

GROUP IV

Practical Subjects:- Music, Art and Craft, Needlework (girls) or Gardening (boys).

At the end of the year all the Group II subjects and General Method in Group I are examined internally for promotion purposes. Practical

Teaching is a compulsory credit subject. All the other subjects are credit subjects.

Second year:

GROUP I

Basic professional subjects:- General Method, Theory of Education, School Organization, Practical Teaching and Religious Education.

GROUP II

Basic teaching subjects:- as for the first year.

GROUP III

General Science or Gardening (girls).

GROUP IV

One of the following subjects: Gardening II (boys), Needlework II (girls), Music II or Art and Craft II.

GROUP V

General background subjects:- Physical Education and the Organization of Sport, Book Education (Dept. of Bantu Educ., 1972, p. 1).

At the end of the second year student teachers write the external examination of the Department of Education and Training. Successful candidates are issued with a Primary Teachers Certificate (P.T.C.) which entitles them to teach in primary schools.

The junior secondary teachers course aims to train teachers to teach in the third phase at the junior secondary level namely Standards 5, 6 and 7. This course can be taken in one of the three specialised directions, namely science, commercial and general. The latter specialises in languages and social sciences.

The structure of the junior secondary teachers course is as follows:

First year:

GROUP I

Professional subjects:- General Method (including blackboard work, teaching aids and demonstration lessons), Educational Psychology, Practical Teaching.

GROUP II

Special Method and Instruction of Junior Secondary subjects:- Bantu Language, Afrikaans, English, Social Studies or Biblical Studies.

OR

Special course in Bantu Language and Literature, Mathematics, General Science.

OR

Special course in Bantu Language and Literature, Accounting, Typing, Commerce, Arithmetic.

OR

Method, Laundry, Dietetics and Cookery, Needlework and Dressmaking, General Science.

GROUP III

General Background subjects:- Religious Education, Practical Afrikaans, Practical English, Music and Singing, Physical Education and Sports Organization.

Second Year

GROUP I

Professional subjects:- Theory of Education, History of Education, School Organization, Practical Teaching.

GROUP II

Special Method and Instruction of junior secondary subjects:- Bantu Language II, Afrikaans II, English II, Social Studies II or Biblical Studies II.

OR

Special course in Bantu Language and Literature, Mathematics II, General Science II.

OR

Special course in Bantu Language and Literature, Accounting II, Typing II, Commerce II, Arithmetic.

OR

Dietetics and Cookery II, Needlework and Dressmaking II, General Science, Applied Science.

GROUP III

General background subjects:- Religious Education II, Practical Afrikaans II, Practical English II, Music and Singing II, Physical Education and Organization of Sport II, Book Education, Vocational Guidance (Willemse, interview, 1979).

The final year student teachers following this course also write the external examination of the Department of Education and Training. A successful candidate is awarded a Junior Secondary Teachers Certificate (J.S.T.C.) which entitles him to teach in a junior secondary school.

There are seven teacher training colleges in Kwazulu (1978), namely Amanzimtoti Zulu Training School near Adams Mission in the Umbumbulu district, Appelsbosch Training College near Dalton, in the New Hanover district, Eshowe Training College in the Eshowe district, Langalibalele John Dube High School and Teacher Training College in the KwaMashu township near Durban, Madadeni Training College in the Madadeni township near Newcastle, Mpumalanga Training College in the Mpumalanga township at Hammarsdale in the district of Camperdown and Ntuzuma Training College in the Ntuzuma township near KwaMashu.

Applicants for admission to training colleges must have reached the age of at least 16 years before 1 January of the year of admission to teacher training (Dept. of Bantu Educ., 1972, p. 1). Seeing that Kwazulu suffers from an acute shortage of qualified teachers, especially in rural areas, the Department has sent a circular to all Circuit Inspectors in whose areas the largest number of unqualified teachers are found, to request them to recruit student teachers for training colleges. The circuits with the largest number of unqualified teachers have been given the following quotas to recruit for 1980:

Ubombo 80;
Nongoma 75;
Mtubatuba 70;
Nkandla 60;
Mahlabatini 50;
Bergville 50;
Msinga 50;
Nqutu 50;
Port Shepstone 40;
Pholela 40;
Edendale 40 (Kwazulu Dept. of Educ. and Culture, 1979a).

In addition to this measure the Department has instructed principals of training colleges in Kwazulu to accept new applicants for 1980 on condition that they will take up teaching posts directly after they have successfully completed their teacher training course for as many years as the duration of their training course (Kwazulu Dept. of Educ. and Culture, 1979b).

TABLE 2.10 KWAZULU-TEACHER TRAINING ENROLMENT ACCORDING TO COURSE, SEX AND YEAR OF STUDY, 1979

COURSE	FIRST YEAR		SECOND YEAR		TOTAL	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
P.T.C.	470	1045	522	848	992	1893
J.S.T.C.	184	125	167	92	351	217
Trade Instructors	3		4		7	
TOTAL	657	1170	693	940	1350	2110

Source : Kwazulu Dept. of Educ. and Culture, unpublished statistics.

It appears from Table 2.10 that more girls than boys are enrolled for the primary teachers course while for the junior secondary teachers course more boys than girls are enrolled.

Table 2.11 shows the average stanines for P.T.C. I student teachers enrolled at Appelsbosch, Eshowe, Madadeni and Mpumalanga Training Colleges during 1975 to 1978. Table 2.12 shows how the various scores are interpreted.

TABLE 2.11 KWAZULU-AVERAGE STANINES ACCORDING TO STANDARDISED TEST RESULTS OF P.T.C. I STUDENT TEACHERS AT FOUR TEACHER TRAINING COLLEGES, 1975-1978.

TEACHER TRAINING COLLEGE	YEAR	READY KNOWLEGDE	COMPUTATIONS	PROBLEMS	ARITH. TOTAL	LANGUAGE	VOCABULARY	READ. COMP.	ENGLISH TOTAL	TAAL	WOORDESKAT	LEES BEGRIP	AFRIK. TAAL	GRAND TOTAL
Appelsbosch	1975	5,0	4,5	4,4	4,3	4,3	4,3	4,0	4,0	3,2	3,3	3,7	2,8	3,2
	1976	4,8	3,9	3,9	3,9	3,6	3,9	4,2	3,4	2,6	3,2	3,8	2,6	2,7
	1977	3,9	2,9	3,6	3,1	3,4	3,7	3,7	3,2	2,5	2,9	3,1	2,2	2,1
Eshowe	1975	4,8	4,0	4,3	4,0	4,5	4,7	5,0	4,5	3,6	3,9	3,9	3,3	3,6
	1977	4,4	3,2	3,9	3,4	4,3	4,4	4,7	4,2	3,3	3,6	3,7	3,0	2,9
Mpumalanga	1976	4,4	3,3	4,0	3,6	4,5	4,7	4,6	4,4	3,0	3,6	3,5	2,8	3
	1978	2,6	1,8	2,6	1,7	2,1	2,9	2,3	2,1	1,6	2,2	2,2	1,6	1,5
Madadeni	1975	5,2	4,5	4,8	4,1	4,7	4,6	5,0	4,5	4,0	4,0	4,5	4,0	4,0
	1977	5,0	3,9	4,5	4,2	4,7	4,7	4,8	4,5	3,7	3,8	4,3	3,6	3,7

Source: Kwazulu Dept. of Educ. and Culture, unpublished statistics, 1978.

TABLE 2.12 INTERPRETATION OF STANINES

STANINE	INTERPRETATION
9	Excellent
8	Very good
7	Good
6	Just above average
5	Average
4	Just below average
3	Weak
2	Very weak
1	Exceptionally weak
G.T.	Grand Total raw score

Source : Kwazulu Dept. of Educ. and Culture, 1977b, p. 3 .

Table 2.11 reveals that there was a gradual decline in the average stanine scores of student teachers who were at the training colleges from 1975 to 1978. This is clearly revealed by the G.T. score which indicates whether a particular group of students is below average or average or above average.

In the case of Appelsbosch the G.T. score dropped from 3,2 to 2,1 between 1975 and 1977. In the other training colleges the G.T. scores dropped as follows: Eshowe from 3,6 to 2,9 between 1975 and 1977; Mpumalanga from 3,0 to 1,5 between 1976 and 1978; Madadeni from 4,0 to 3,7 between 1975 and 1977.

2.7.5 Trade training for boys

In Kwazulu (1978) trade training for boys is offered at the following institutions: Umlazi Trade and Technical High School near Isipingo, Nongoma Trade School at Nongoma, Edendale Technical College near Pietermaritzburg, Madadeni Apprentice School near Newcastle, Ezakheni Trade Scnool near Ladysmith and Amanzimtoti Teacher Training School (trade section) (Dept. of Educ. and Training, 1979b, pp. 1, 2, 5, 6).

The trade courses offered at these institutions are as follows:

Umlazi Trade and Technical High School

Carpentry, joinery and cabinet making; Concreting, bricklaying and plastering; Electricians; Plumbing, drainlaying and sheetmetalwork; Motor mechanics; Welding and metalwork; Tailoring; Motor-body repairman's course.

Nongoma Trade School

Carpentry, joinery and cabinet making; Motor mechanics; Leatherwork; Plumbing, drainlaying and sheetmetalwork; Upholstery and motor trimming; Plastering; Welding and metalwork; Tailoring; Motor-body repairman's course.

Edendale Technical College

Carpentry, joinery and cabinet making; Concreting, bricklaying and plastering; Welding and metalwork; Electricians; Motor mechanics; Painting and glazing; Plumbing, drainlying and sheetmetalwork; Upholstery and motor trimming.

Madadeni Apprentice School

Electricians; Diesel fitters; Boiler makers; Welding (advanced); Fitters.

Ezakheni Trade School

Concreting, bricklaying and plastering; Carpentry, joinery and cabinet making; Plumbing, drainlaying and sheetmetalwork; Painting and glazing; Motor mechanics; Welding and metalwork.

Amanzimtoti Teacher Training School

Concreting, bricklaying and plastering.

The minimum academic requirement for the courses in carpentry, concreting, leatherwork, painting, plumbing, tailoring and upholstery is Standard 6, but Standard 7 is preferable. For motor mechanics, electricians, watchmaking and fitting and turning the minimum requirement is Standard 7 but a Standard 8 qualification is preferable. A pass in Mathematics at Standard 8 level is compulsory for the fitting and turning course.

The training programme for all pupils covers all the essential theoretical and practical aspects, and is also timed to ensure a thorough and fairly intensive study of the trade of the choice of every pupil. From 1978 Kwazulu pupils in trade training followed the National Technical Certificate trade theory syllabi (N.T.C. syllabi) which are used throughout South Africa to train artisans for numerous trades. This means that nationally recognised certificates can now be obtained by Kwazulu candidates who pass the N.T.C. examinations.

The duration of the courses ranges from one to three years and is as follows:

painting and glazing: one year;

carpentry, joinery, cabinet making, concreting, bricklaying, plastering, leatherwork, motor-body repairman's course, plumbing, drainlaying, sheetmetalwork, upholstery, motor-trimming, welding and metalwork: two years;

electricians, motor mechanics, tailoring, watchmaking and fitting and turning: three years.

TABLE 2.13 KWAZULU - ENROLMENT IN TRADE TRAINING ACCORDING TO COURSES AND YEAR OF STUDY, 1979 : UMLAZI, NONGOMA AND EDENDALE

COURSE	YEAR OF STUDY			
	1st	2nd	3rd	Total
Carpentry	42	44	-	86
Concreting	65	48	-	113
Electrician	30	14	10	54
Leatherwork	2	3	-	5
Motorbody work	31	26	-	57
Motor mechanics	50	25	35	110
Painting	26	-	-	26
Plumbing	22	39	-	61
Tailoring	3	8	16	27
Upholstery and motor trimming	21	24	-	45
Welding	46	37	-	83
TOTAL	338	268	61	667

Source : De Beer, interview, 1979.

2.7.6 Vocational training for girls and commercial education

Vocational training for girls is offered at three institutions (1978) namely Makhumbuza Secondary School at Umlazi, KwaShaka High School also at Umlazi and Madadeni Training School near Newcastle.

The courses which are offered at these institutions are organised as follows:

- Dressmaking

This is a two year course in dressmaking offered to girls who are in possession of a Standard 5 certificate. The course is designed to teach girls how to make their own clothes, how to

execute dressmaking orders from the individual members of the general public and commercial firms, and how to find employment as assistant dressmakers with commercial firms. This course is offered at Makhumbuza Secondary School.

- Short courses in dressmaking

The following four ten-week courses are offered: courses in the making of children's clothes, in skirts and blouses, in simple dresses and in fashionable dresses. The requirements for admission to the course is a Standard 5 certificate. The course is similar in design to the ordinary two year dressmaking course. Short courses in dressmaking are offered at KwaShaka (Dept. of Educ. and Training, 1979b, pp. 12-13).

- Assistants in pre-school institutions

The minimum requirement for this one year course is a Home Management or a Standard 8 certificate. The course is designed to teach students the basic skills in working with children at pre-school level and it emphasises different aspects of childcare. This course is now offered at Madadeni Training College (De Beer, interview, 1979).

Since vocational training like trade training for boys is a post-primary course the medium of instruction is English and the syllabus and the examinations are those of the Department of Education and Training.

TABLE 2.14 KWAZULU-ENROLMENT IN VOCATIONAL TRAINING FOR GIRLS ACCORDING TO COURSES, 1978

COURSE	ENROLMENT
Dressmaking	
1st year	25
2nd year	9
Sub-total	34
Dressmaking short course	15
Assistants in pre-school institutions	20
TOTAL	69

Source: Dept. of Educ. and Training, 1979a, p. 392.

At the beginning of 1978 the Umlazi Commercial High School was opened near Durban to meet the needs of Kwazulu pupils for commercial training. The following commercial subjects are at present offered at the school: Accountancy, Business Economics, Economics and Typing.

TABLE 2.15 KWAZULU-PUPILS AT UMLAZI COMMERCIAL HIGH SCHOOL ACCORDING TO SUBJECTS AND STANDARD, MARCH 1979

SUBJECTS	NUMBER OF PUPILS PER STANDARD				
	7	8	9	10	TOTAL
Accountancy	68	126	64	32	290
Business economics			27	8	35
Economics		126	64	32	222
Typing	68	126	56	24	274
TOTAL	136	378	211	96	821

Source: Kwazulu Dept. of Educ. and Culture, unpublished statistics, 1979.

Besides the training given at Umlazi Commercial High School, commercial subjects are also offered at the following senior secondary schools in Kwazulu: Edendale Technical, Mzuvele, Ukusa, Dlangezwa, Thukela, Amanzimtoti, Swelihle, Umbelebele and Phindavele.

Table 2.15 shows the commercial subjects, the total number of senior secondary schools which offer these subjects in Kwazulu and the enrolment per standard.

TABLE 2.16 KWAZULU - NUMBER OF SCHOOLS AND ENROLMENT PER STANDARD IN COMMERCIAL SUBJECTS, 1979

SUBJECT	NO. OF SCHOOLS	ENROLMENT PER STANDARD					
		STD 6	STD 7	STD 8	STD 9	STD 10	TOTAL
Accountancy	9	410	697	758	247	120	2232
Business Economics	7			439	467	284	1190
Economics	6			274	354	167	795
Typing	6	93	164	159	32	35	483
TOTAL		503	861	1630	1100	606	4700

Source: Kwazulu Dept. of Educ. and Culture, unpublished statistics, 1979.

2.7.7 Technical education in Kwazulu

The aim of secondary technical training is to prepare pupils for advanced technical or university training. In Kwazulu secondary technical training is offered at Umlazi near Isipingo and at Edendale near Pietermaritzburg (1979). The junior secondary technical training course covers a period of three years and the senior certificate course takes an additional two years. The curriculum includes the following subjects: Religious Education, Singing and Music, Vernacular, Afrikaans, English, Mathematics, General Science, Physical Science, Technical Drawing, and theory and practice of one of the following subjects:

Building Construction, Woodwork, Motor Mechanics, Welding and Metalwork, Electricians, Fitting and Turning, Plumbing and Sheetmetalwork, Bricklaying and Plastering, Electronics and Motorbody Repairs (Dept. of Educ. and Training, 1979b, pp. 15-19, 24).

On 30 March 1979 the number of pupils who were enrolled for secondary technical training at Umlazi and Edendale were as follows:

Standard 6 - 78 pupils
Standard 7 - 91 pupils
Standard 8 - 17 pupils

(Kwazulu Dept. of Educ. and Culture, unpublished statistics, 1979).

In addition to offering secondary technical training, the college at Edendale has a division for advanced technical training. Generally a college for advanced technical education concentrates on advanced teaching at post-Standard 10 level, and in this respect Edendale Technical College offers the following courses: (Dept. of Educ. and Training, 1979b, pp. 36, 38, 43)

- Medical laboratory technologists

  This is a three year course of which 18 months must be spent in full-time study and another 18 months doing practical work in a laboratory. The course is divided into minor subjects, parts 1-3 and major subjects, part 4. The pass mark for all subjects is 50 per cent.

- Health officers (health inspectors)

  The course extends over three years of full-time study. It consists of attendance at lectures, practical training and practical work assignments. Students undergo practical training at approved health departments. In the case of practical training in Meat Hygiene, students must complete a total of at least 200 hours of meat inspection at an approved abattoir.

- Community health nursing

This is a full-time course extending over one academic year. Besides attending a course of lectures and demonstrations, a student must do the practical work of 60 full working days.

- Water purification operators

The minimum admission requirements to this course is a Standard 8 certificate and a Maintenance Worker's Certificate. The duration of the course is one year of which the first part comprises theoretical training followed by a term of three months for practical training.

The theoretical subjects are water purification and sewage purification.

- Maintenance workers for water purification installations

The aim of this course is to provide training in the maintenance and running of installations for water purification and sewage purification. The course serves as a preparatory course for water purification operators.

The minimum admission requirements is a Standard 5 certificate and six months of practical experience beforehand at a purification installation. The whole course is divided into eight weeks of theoretical training followed by three months of practical training.

Table 2.17 shows student enrolment at the Edendale Technical College according to sex and course followed.

TABLE 2.17 KWAZULU-ENROLMENT IN ADVANCED TECHNICAL TRAINING AT EDENDALE, 1979

COURSE	BOYS	GIRLS	TOTAL
Medical Lab. Technology	8	10	18
Comm. Health Nursing	-	29	29
Water Purification Operators	30	-	30

Source: Kwazulu Dept. of Educ. and Culture, unpublished statistics, 1979.

In October 1978 the Kwazulu Department of Education and Culture established a college for advanced technical education for 250 students at Umlazi. The college, named the Mangosuthu College for Technology will, in the main, devote itself to the training of engineering technicians for the civil, electrical and mechanical sectors in industry. The training of laboratory technicians for the sugar industry as well as commercial and secretarial courses will also be catered for (Dept. of Educ. and Training, 1979b, p. 19).

The college opened in January 1979 and enrolled 15 students for the electrical engineering technician course. Other courses to be phased in from 1980 include construction supervisors and building surveyors, mechanical engineering, and engineering. Drawing and production engineering will be introduced in 1981.

2.7.8 Industrial training, departmental technical centres, and apprenticeship training

Industrial training in Kwazulu is provided at four ad hoc industrial schools (1978), namely Ntuzuma near KwaMashu, Isithebe near Mandini, Ezakheni near Ladysmith and Enseleni near Empangeni. Intensive instruction in basic manual and industrial skills is given by means of courses in a variety of industrial categories. Most of the courses run for a period of 13 weeks after which an internal practical test is conducted which is moderated by inspectors of the Department of Education and Training.

The Department of Education and Training provides pre-service technical training facilities at departmental technical centres for pupils attending schools in densely populated townships. The centres serve as an extension of the existing higher primary and junior secondary schools. Pupils in Standards 5, 6, 7 and 8 may attend technical training sessions of two to two-and-a-half hours once a week at these technical centres (Dept. of Educ. and Training, 1979b, pp. 48-50, 61).

Pupils in the Edendale area receive technical training at the Imbali Technical Centre near Pietermaritzburg and those in the Umlazi area receive their technical training at Lamontville in Durban. Pupils are transported without charge by bus from their schools and back to attend sessions at the centres.

The following five technical subjects are offered at each centre: Electrical Work, Brickwork, Woodwork and Plasticwork, Metalwork and Welding.

During 1978 the Kwazulu Legislative Assembly passed the Kwazulu Apprenticeship Act of 1978 (Act 9 of 1978) which makes provision for inter alia the appointment of a director of apprenticeship, the establishment of an apprenticeship committee, the employment of prospective apprentices, the registration of contracts of apprenticeship and the issuing of duplicate contracts and the appointment of inspectors (Kwazulu Legislative Assembly, 1978, pp. 12, 15, 18). The Act also defines the duties and functions of an Apprenticeship Committee as well as the duties of an inspector.

At present apprentices in Kwazulu are trained at only one school, namely Madadeni Apprentice School near Newcastle. Courses in welding and fitting and for diesel fitters and electricians are offered.

2.7.9 Special education

Two schools offer special education for physically handicapped children in Kwazulu (1978), namely Vuleka School for the blind and the deaf in the Nkandla district, and Madadeni School for cripples near Newcastle. Both schools were built by the Dutch Reformed Church in Natal, but are subsidised by the Department of Education and Training of the Central Government. Primary education as well as vocational training are presented in both schools.

Table 2.18 shows the number of teachers and the pupils in the two special schools in 1978.

TABLE 2.18 KWAZULU - SPECIAL EDUCATION ACCORDING TO NUMBER OF TEACHERS AND PUPILS, 1978

SCHOOL	NR. OF TEACHERS		NR. OF PUPILS										
	WHITE	BLACK	BLIND		DEAF		DEAF AND BLIND		CEREBRAL PALSIED & CRIPPLED		TOTAL		
			B	G	B	G	B	G	B	G	B	G	T
Vuleka	3	30	43	26	125	105	-	-	-	-	168	131	299
Madadeni	2	8	-	-	-	-	-	-	43	37	43	37	80
TOTAL	5	38	43	26	125	105	-	-	43	37	211	168	379

Source: Dept. of Educ. and Training, 1979a, p. 402.

2.7.10 Education for sons of Chiefs and Headmen

To meet the particular educational needs of future Chiefs and Headmen in Kwazulu, Bhekuzulu College was established in 1964. The college does not only admit sons of Chiefs and Headmen but also sons of Councillors. The school as such is exclusively a boys' school and is controlled directly by the Kwazulu Government.

Hostels are attached to the school and they accommodate boys from Standard 6 to Standard 10. Boarding is free and all the books are supplied by the Kwazulu Government.

The curriculum provides for the following subjects:

Zulu, English, Afrikaans, Biology, History, Mathematics, General Science, Social Studies, Indigenous Administration, Indigenous Law, Agricultural Science, World Events, Public Affairs, Physical Science, Religious Education, Economics, Typing and Accountancy (Mtshali, interview, 1979).

Besides the academic subjects leading to Matriculation or Senior Certificate, students may enrol for a special course in Administration which can be written after eighteen months. A successful candidate receives a Diploma in Indigenous Administration.

Successful candidates who obtain matriculation exemption at Bhekuzulu College may proceed with their studies at a university.

Table 2.19 indicates the number of teachers and the pupils according to standard at Bhekuzulu College in 1978.

TABLE 2.19 KWAZULU - TEACHERS AND PUPILS ACCORDING TO STANDARD AT BHEKUZULU COLLEGE, 1978

TEACHERS (ALL BLACK)	NUMBER OF PUPILS					
	STD 6	STD 7	STD 8	STD 9	STD 10	TOTAL
8	9	16	19	27	13	84

Source: Dept. of Educ. and Training, 1979a, p. 401.

2.7.11 Adult education

The Kwazulu Department of Education and Culture has established 12 adult education centres (1979), to meet the needs of adults in Kwazulu who want to improve their academic qualifications.

Table 2.20 shows the enrolment and number of teachers at all the adult education centres.

TABLE 2.20 KWAZULU-ADULT EDUCATION CENTRES ACCORDING TO ENROLMENT AND NUMBER OF TEACHERS, 1979

CENTRE	ENROLMENT	TEACHERS
KwaMakhutha	150	11
Umlazi North	856	15
Umlazi South	300	13
Edendale	566	7
Zakheni	90	7
Madadeni	300	11
Ulundi	174	11
Ntuzuma	846	15
Clermont	87	6
Mpumalanga (Okhozini)	123	9
Mpumalanga (Ekwenameni)	123	10
Nongoma	136	11
TOTAL	3 751	126

Source: Dladla, interview, 1979.

The ordinary syllabi for primary and secondary classes are used in the adult education centres. Teachers at these adult education centres are paid on an hourly basis. The principal is paid R1,90 per hour for ten hours a week whereas assistant teachers are paid R1,90 per hour for six hours a week. Students pay R2,00 per subject annually. In 1979 an amount of R54 430 was spent on adult education as against R30 000 in 1978 (Dhlomo, 1979). This increased expenditure on adult education indicates that the Kwazulu Government recognises the importance of providing educational facilities for adults who for some reason or other, either received no education at all or could not proceed to higher classes.

In the next chapter the percentages of Kwazulu pupils who leave school prematurely will be revealed by means of enrolment analysis. These pupils stand in need of non-formal education.

2.7.12 Agricultural training

The Kwazulu Department of Education and Culture controls no school that provides agricultural training for Kwazulu pupils. This type of training is provided by the Kwazulu Department of Agricultural Science and Forestry at Cwaka Agricultural College near Empangeni. Agriculture as a school subject is, however, offered in both the primary and secondary curricula in ordinary schools. In 1978 there were 7260 boys and 8205 girls who took Agriculture as a subject in Standard 8 and 319 boys and 283 girls who took Agriculture as a subject in Standard 10 (Kwazulu Dept. of Educ. and Culture, 1978a, pp. 26-27).

2.7.13 University education

Post-secondary university education for Kwazulu students is available at four Black universities. They are the University of Zululand, the University of Fort Hare, the University of the North and the Medical University of Southern Africa (Medunsa). Medunsa was established in 1978.

By special ministerial permission Black students may be a admitted to study medicine at the University of Cape Town, the University of Natal and the University of the Witwatersrand. The establishment of the Medical University of Southern Africa (Medunsa) has greatly increased opportunities for the training of more Black medical practitioners.

On 1 April 1978 paramedical courses in Occupational Therapy, Dietetics, Physiotherapy, Radiography and Dental Therapy were taken over by the Medical University, and the training of the first group of M.B.Ch.B.11 students also started (Dept. of Educ. and Training, 1979a, p. 169).

The multiracial University of South Africa admits Black students to study on a part-time basis. In 1978 Black student enrolment at the University of South Africa was 7796, at the University of Natal Medical School it was 267 and at other White universities 198 Black students were enrolled (Dept. of Educ. and Training, 1979a, pp. 175, 177).

The four universities which cater for Black students exclusively are controlled and financed directly by the Department of Education and Training of the Central Government. As the student enrolment is increasing rapidly at these universities, new posts have been created to meet the resulting need for more staff.

TABLE 2.21 SOUTH AFRICA-STAFF PROVISION AT UNIVERSITIES FOR BLACKS, 1978

UNIVERSITY	POSTS	WHITE	BLACK	TOTAL
Fort Hare	Academic	127	42	169
	Administrative	50	19	69
	Others	35	746	781
	TOTAL	212	807	1 019
The North	Academic	118	96	214
	Administrative	61	66	127
	Others	14	791	805
	TOTAL	193	953	1 146
Zululand	Academic	98	53	151
	Administrative	54	45	99
	Institute	11	11	22
	Others	3	235	238
	TOTAL	166	344	510
Medunsa	Academic	24	1	25
	Administrative	96	-	96
	Technical	9	-	9
	TOTAL	129	1	130

Source: Dept. of Educ. and Training, 1979a, pp. 177-178.

TABLE 2.22 SOUTH AFRICA - FACULTIES AND DEPARTMENTS AT UNIVERSITIES FOR BLACKS, 1978

UNIVERSITY	FACULTIES	DEPARTMENTS
Fort Hare	7	49
The North	6	52
Zululand	6	40
Medunsa	1	14

Source: Dept. of Educ. and Training, 1979a, pp. 177-178.

TABLE 2.23 SOUTH AFRICA - ENROLMENT AT UNIVERSITIES FOR BLACKS, 1978 [1.]

UNIVERSITY	MEN	WOMEN	TOTAL
Fort Hare	1188 (1065)	656 (563)	1844 (1628)
The North	973 (1266)	501 (550)	1474 (1816)
Zululand	889 (742)	398 (342)	1287 (1084)
Medunsa	93	73	166
TOTAL	3143 (3073)	1628 (1455)	4771 (4528)

1. Statistics for 1977 appear in brackets.

Source: Dept. of Educ. and Training, 1979a, pp. 177-178.

The University of Zululand enrolls more students from Kwazulu than from other areas. Table 2.24 shows student enrolment at the university according to area of domicile.

TABLE 2.24 UNIVERSITY OF ZULULAND - STUDENT ENROLMENT ACCORDING TO AREA OF DOMICILE AND SEX, 1979

AREA OF DOMICILE	NUMBER OF STUDENTS		
	MALE	FEMALE	TOTAL
Qwaqwa	10	2	12
Bophuthatswana	2	7	9
Ciskei	4	4	8
Gazankulu	-	3	3
Kwazulu	614	307	921
Lebowa	8	3	11
Transkei	4	4	8
Kwangwane	30	12	42
Swazi	10	8	18
Ndebele	1	-	1
Zimbambwe	3	-	3
Natal	33	29	62
Orange Free State	30	5	35
Transvaal	69	41	110
TOTAL	818	425	1 243

Source: Shandu, interview, 1979.

In 1979 the University of Zululand had six faculties and 40 departments. Table 2.25 shows the student enrolment in each faculty at the University of Zululand.

TABLE 2.25 UNIVERSITY OF ZULULAND - STUDENT ENROLMENT ACCORDING TO FACULTY AND SEX, 1979

FACULTY	MALE	FEMALE	TOTAL
Economics and Political Science	115	23	138
Arts	222	237	459
Education	193	100	293
Law	178	25	203
Theology	7	-	7
Science	103	40	143
TOTAL	818	425	1 243

Source: Shandu, interview, 1979.

Although Black students of various ethnic groups enrol at the University of Zululand, students of the Zulu ethnic group are by far in the majority. Table 2.26 shows student enrolment according to ethnic group.

TABLE 2.26 UNIVERSITY OF ZULULAND - STUDENT ENROLMENT ACCORDING TO ETHNIC GROUP, 1979

ETHNIC GROUP	MALE	FEMALE	TOTAL
Xhosa	10	10	20
Zulu	686	351	1 037
Northern Sotho	6	4	10
Southern Sotho	13	2	15
Tswana	3	8	11
Tsonga	1	2	3
Swazi	86	31	117
Ndebele	12	14	26
Ovanbo	-	1	1
Shangaan	1	2	3
TOTAL	818	425	1 243

Source: Shandu, interview, 1979.

2.8 PUPIL POPULATION IN KWAZULU SCHOOLS

In 1972 when the Kwazulu Department of Education and Culture was established, altogether 472 362 pupils were enrolled in Kwazulu schools (Benso, 1978, p. 60). By 1978 pupil enrolment in Kwazulu had increased to 786 323 which is 66 per cent higher than the 1972 enrolment (Dept. of Educ. and Training, 1979a, p. 359).

Table 2.27 shows the percentage increase in pupil population from 1972 to 1978.

TABLE 2.27 KWAZULU - ANNUAL INCREASE IN PUPIL POPULATION, 1972 - 1978

YEAR	PUPILS	ACTUAL INCREASE	PERCENTAGE INCREASE
1972	472362		
1973	514170	41808	8,9
1974	568352	54182	10,5
1975	606335	37983	6,7
1976	635548	29213	4,8
1977	714945	79397	12,5
1978	786323	71378	10,0
		Average annual increase	8,9

Source: Data processed from Benso, 1978, p. 60 and Dept. of Educ. and Training, 1979a, p. 359.

Table 2.27 reveals that between 1972 and 1978 the Kwazulu pupil population had been growing annually at an average of 8,9 per cent. In 1973 it was estimated that the Kwazulu population amounted to 2 399 800, while the actual pupil population in the same year was 514 170, which represented 21 per cent of the estimated total Kwazulu population (Benso, 1978, pp. 5, 60). This percentage compares favourably with the pupil population of 19,15 per cent of the entire Black population in South Africa in the same year (Benso, 1976, p. 145).

In 1976 and 1977 the pupil enrolment as percentage of the estimated Kwazulu population increased to 24 and 26 per cent respectively (Benso, 1978, pp. 6, 60).

In general several factors may be singled out as having exercised a strong influence to bring about an increase in pupil enrolment.

- Kwazulu Government Policy

When the Kwazulu Government was established in 1972 it adopted a policy of universal education for Kwazulu children. Public speeches made by the Councillor for Education at this time contained exhortations to parents to send their children to school and keep them there until they reached at least the age of 16 (Nxumalo, 1972). This policy culminated in the compilation of the Education Manifesto for Kwazulu in November 1972. In the manifesto the objective of free compulsory education for all children up to the age of 16 is explicitly stated (Kwazulu Dept. of Educ. and Culture, 1972, p. 3). The Councillor's speeches and the Kwazulu Government policy of universal education may have been partly responsible for the rapid increase in the pupil population in Kwazulu.

- Resettlement in Kwazulu

The Kwazulu population has been increasing rapidly since 1970 as a result of the acceleration of the programme of resettlement in Kwazulu of Zulu people from White areas. Evidence of this is the rapid increase of the population in Kwazulu towns as Table 2.28 shows.

TABLE 2.28 ANNUAL POPULATION INCREASE IN TOWNS, 1970 - 1977

YEAR	POPULATION	INCREASE	PERCENTAGE INCREASE
1970	200694		
1971	234113	33419	16,7
1972	270474	36361	15,5
1973	301307	30833	11,4
1974	341229	39922	13,2
1975	363497	22268	6,5
1976	387614	24117	6,6
1977	813154	425540	109,8

Source: Data processed from Benso, 1978, p. 14.

The phenomenal increase of 109,8 per cent from 1976 to 1977 can be explained by the fact that in 1977 KwaMashu was transferred from the Port Natal Administration Board to Kwazulu. Other areas in Kwazulu which have been receiving Zulu people from White areas are Osizweni near Madadeni, Nondweni near Nqutu, and Wembezi near Escourt (Memela, interview, 1979).

This influx of Zulu people from White areas to Kwazulu as well as the transfer of KwaMashu to Kwazulu has led to the rapid increase of pupils in Kwazulu schools as shown in Table 2.27.

- Natural growth

In 1970 the de facto Kwazulu population was 2 115 001, (Benbo, 1975, p. 20) and seven years later in 1977, it was estimated that the Kwazulu population had increased by 624 199 or 29,5 per cent to reach the figure of 2 739 200 (Benso, 1978, p. 7). This general population increase has undoubtedly resulted in the increase of the Kwazulu pupil population.

- Admission of pupils to Kwazulu schools

Until 1978 the age of admission of pupils to Substandard A was seven years, but from January 1979 the Kwazulu Department of Education was to reduce the age requirement from seven to six years. However, because of the overwhelming demands on funds, services and supplies that a sudden reduction in the age of admission would cause, it was decided that the reduction should be effected in stages over the following four years according to a particular schedule:

Children who are not under 6 years 9 months may be admitted to Substandard A in 1979.

Children who are not under 6 years 6 months may be admitted to Substandard A in 1980.

Children who are not under 6 years 3 months may be admitted to Substandard A in 1981.

Children who are not under 6 years may be admitted to Substandard A in 1982 (Kwazulu Dept. of Educ. and Culture, 1978b).

Table 2.29 shows the distribution of Kwazulu pupils according to age groups from 1972 to 1978.

TABLE 2.29 KWAZULU - DISTRIBUTION OF PUPILS ACCORDING TO AGE GROUPS, 1972 - 1978

AGE GROUP	YEAR						
	1972	1973	1974	1975	1976	1977	1978
- 7	1100	1974	4320	4832	1542	3116	3091
Percentage of total	0,2	0,4	0,8	0,8	0,2	0,4	0,4
7 - 15	423896	352187	442485	530584	552360	613435	664166
Percentage of total	89,7	68,5	77,9	87,5	86,9	85,8	84,5
16 - 21	46171	53951	60286	68532	78900	96307	116824
Percentage of total	9,8	10,5	10,6	11,3	12,4	13,5	14,9
22 +	1195	1408	1696	2387	2746	2087	2242
Percentage of total	0,3	0,3	0,3	0,4	0,4	0,3	0,3

Source: Dept. of Bantu Education, 1973, 1974, 1975a, 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a.

It can be observed from Table 2.29 that the majority of Kwazulu pupils falls within the seven to 15 age group and that the second largest age group is the 16 to 21 age group. The reduction of the admission age to Substandard A from seven to six years from the beginning of 1979 will increase the percentage of pupils in the under seven age group in Kwazulu schools.

The percentage of pupils who are 22 years and older has remained more or less constant from 1972 to 1978. However, with the lowering of the age of admission to Substandard A, it is expected that more pupils will complete formal schooling at an earlier age than 22.

The distribution of Kwazulu pupils according to courses from 1972 to 1978 as well as the percentages of the pupils enrolled for the courses is shown in Table 2.30.

TABLE 2.30 KWAZULU - DISTRIBUTION OF PUPILS ACCORDING TO COURSES, 1972 - 1978

COURSE	1972	1973	1974	1975	1976	1977	1978
Primary	442787	479844	529404	553957	553242	611831	659145
Percentage of total	93,7	93,3	93,1	91,4	87,0	85,6	83,8
Secondary	26495	30802	35295	47749	77278	99025	122914
Percentage of total	5,6	6,0	6,2	7,9	12,2	13,9	15,6
Teacher Training	1319	1511	1652	1866	2241	2661	2873
Percentage of total	0,3	0,3	0,3	0,3	0,4	0,4	0,4
Technical, Trade and Vocational Training	1123	1321	1332	1222	1242	1112	1012
Percentage of total	0,3	0,3	0,2	0,2	0,2	0,2	0,1
Other Schools *	638	692	669	1541	1545	316	379
Percentage of total	0,1	0,1	0,1	0,3	0,2	0,04	0,04
TOTAL	472362	514170	568352	606335	635548	714945	786323
Percentage	100	100	100	100	100	100	100

* Other schools include special schools, night and continuation schools.

Source: Dept. of Bantu Educ., 1973, 1974, 1975a, 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a.

It can be noted from Tables 2.30 and 2.31 that from 1972 to 1978 the primary school phase has been accommodating the biggest proportion of the total pupil population, although the percentage of pupils in this phase is decreasing. This, however, does not mean that the actual enrolment is decreasing. There is still a steady annual increase in the primary enrolment as shown in Table 2.31. The apparent decrease can be ascribed to the gradual increase in the secondary enrolment as shown in both tables, and in this respect one may infer that the secondary phase is becoming more important to the Zulu population than it was in the past.

It can also be noted that in 1976 there was a sharp rise in secondary school enrolment which can be explained by the fact that Standard 6 was eliminated at the end of 1975 and most pupils who were in Standards 5 and 6 had to be accommodated in Form 1 in 1976. This created a wave effect that is moving through the whole secondary school phase and should have an effect on Form V (Std. 10) enrolment in 1980. This fact is also revealed in Table 2.31.

Table 2.30 reveals that the enrolment in the teacher training colleges was fairly stable from 1972 to 1978. The increase of one per cent from 1976 can be ascribed to the fact that more students enrolled for the teacher training course as a result of the opening of two additional teacher training colleges namely Ntuzuma near KwaMashu and Langalibalele John Dube in KwaMashu.

The enrolment in the technical trade and vocational courses is declining. An explanation for the decline is that it seems that Kwazulu pupils are becoming more interested in secondary courses than in the technical courses.

TABLE 2.31 KWAZULU - DISTRIBUTION OF PUPILS IN THE PRIMARY AND SECONDARY PHASES, 1972-1978

COURSE	1972	1973	1974	1975	1976	1977	1978
Lower Primary	318710	342256	377526	395002	396711	435633	464657
Percentage of the total	67,9	67,0	66,9	65,6	62,9	61,3	59,4
Higher Primary	124077	137588	151878	158955	156531	176198	194488
Percentage of the total	26,4	26,9	26,9	26,4	24,8	24,8	24,9
Junior Secondary	24094	28001	31730	43239	71729	91608	112563
Percentage of the total	5,1	5,5	5,6	7,2	11,4	12,9	14,4
Senior Secondary	2401	2801	3565	4510	5549	7417	10351
Percentage of the total	0,5	0,5	0,6	0,7	0,9	1,0	1,3
TOTAL	469282	510646	564699	601706	630520	710856	782059
Percentage	100	100	100	100	100	100	100

Source: Dept. of Bantu Educ., 1973, 1974, 1975a, 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a.

TABLE 2.32 KWAZULU - PUPIL ENROLMENT ACCORDING TO STANDARD, 1972-1978

CLASS	1972	1973	1974	1975	1976	1977	1978
SSA	108647	117670	136239	140209	120607	141872	153064
SSB	84337	88003	95165	103208	110179	107520	118082
Std 1	72580	79185	83081	85824	94717	105005	104214
Std 2	53146	57398	63041	65761	71208	81236	89297
Std 3	42641	46823	51397	57247	63339	69705	77868
Std 4	30512	34435	37819	40744	46940	54198	60221
Std 5	25870	28327	31843	34542	46252	52295	56399
Std 6	25054	28003	30819	26422	-	-	-
Form 1	11035	12528	14159	22892	43649	45008	46464
Form 2	7871	9423	11051	12137	18373	31747	39108
Form 3	5188	6050	6520	8210	9707	14853	26991
Form 4	1641	1784	2528	2954	3854	4936	7193
Form 5	2401	1017	1037	1556	1695	2481	3158

Source: Dept. of Bantu Educ., 1973, 1974, 1975a, 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a.

Table 2.32 showing Kwazulu pupil enrolment from 1972 to 1978 reveals an important phenomenon, namely that there is a gradual decrease of pupil enrolment as one moves up the educational ladder from Substandard A to Standard 10, which suggests that pupil retention within the system is not strong. The question of pupil retention of the Kwazulu system of education will however be dealt with more fully in Chapter 3. For the time being it is sufficient to illustrate by means of Table 2.32 that Kwazulu is not the only national state that is saddled with the problem of pupil decrease. According to this table, however, it seems that Kwazulu lost more pupils at the end of Standard 1 than the other national states in 1976.

TABLE 2.33 SOUTH AFRICA - DECREASE IN PUPIL ENROLMENT AT THE END OF STANDARD 1 IN THE NATIONAL STATES AND WHITE AREAS, 1976

NATIONAL STATE	ENROLMENT STD 1	ENROL. STD 2	DECREASE	PERCENTAGE DECREASE
Ciskei	20289	17908	2381	11,74
Bophuthatswana	53811	43388	10423	19,37
Qwaqwa	4908	4180	728	14,83
Lebowa	67143	52631	14512	21,61
Gazankulu	17227	13417	3810	22,12
Venda	15851	12741	3110	19,62
Kwazulu	94717	71208	23509	24,82
Total National States	273946	215473	58473	21,35
White Areas	206316	157221	49095	23,80
TOTAL	480262	372694	107568	22,40

Source: Brazelle, 1978, p. 114.

It must however be realised that the 24,82 per cent decrease at the end of Standard 1 includes two groups of pupils, namely those who left the educational system altogether and those who failed and repeated Standard 1. The matter of failures and repeaters which is the main theme of this study will be dealt with in the subsequent chapters. For the time being it is sufficient to illustrate by means of Table 2.34 the position regarding passes and failures in Standards 5, 8 and 10 in the external examinations held in November 1978.

TABLE 2.34 KWAZULU - RESULTS OF THE DEPARTMENT OF EDUCATION AND TRAINING EXTERNAL EXAMINATIONS, 1978

Standard 5

CANDIDATES	PASS	FAIL	% PASS	% FAIL
52505	36749	15756	70	30

Standard 8

CANDIDATES	PASS	FAIL	% PASS	% FAIL
13807	9828	3979	71	29

Standard 10

CANDIDATES	PASS	FAIL	% PASS	% FAIL
2848	2342	506	82,2	17,8

Source: Kwazulu Dept. of Educ. and Culture, 1978a, pp. 19-21.

The de facto Kwazulu population in 1970 was 2 115 001 with males and females in the following proportion:

Females	1 205 466	57 per cent
Males	909 535	43 per cent
	2 115 001	100

Source: Benbo, 1975, p. 20.

Since there were more females than males in Kwazulu during 1970, one would expect more female pupils than male pupils in Kwazulu schools. However, Table 2.35 reveals that during the years 1972 to 1978 more males than females were enrolled in Kwazulu schools. This anomalous position in Kwazulu is brought into sharper perspective if a comparison is made between Kwazulu and Bophuthatswana during the same period. In 1970 the Bophuthatswana population was composed of 53,14 per cent females and 46,86 per cent males, and accordingly the school population during the years 1969 to 1976 was composed of three per cent more females than males (Brazelle, 1978 pp. 115-116). The Kwazulu school population on the other hand is composed of three per cent more males than females.

TABLE 2.35 KWAZULU - TOTAL PUPIL ENROLMENT ACCORDING TO SEX, 1972 - 1978

YEAR	BOYS		GIRLS		TOTAL
	TOTAL	PERCENTAGE	TOTAL	PERCENTAGE	
1972	242934	51,4	229428	48,6	472362
1973	264716	51,5	249454	48,5	514170
1974	293049	51,6	275303	48,4	568352
1975	311398	51,4	294937	48,6	606335
1976	326732	51,4	308816	48,6	635548
1977	365744	51,2	349201	48,8	714945
1978	401586	51,1	384737	48,9	786323

Source: Dept. of Bantu Educ., 1973, 1974, 1975a, 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a.

Table 2.36 reveals the proportion of boys to girls in more detail.

TABLE 2.36 KWAZULU - PUPIL ENROLMENT ACCORDING TO SEX AND STANDARD, 1975 - 1978

	1975		1976		1977		1978	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
SSA	74929	65280	65434	55173	74859	67013	80617	72447
SSB	54377	48831	58357	51822	58189	49331	62305	55777
STD 1	44918	40906	49338	45379	54671	50334	55426	48788
STD 2	33802	31959	36615	34593	41423	39813	45637	43660
STD 3	29165	28082	32624	30715	35785	33920	39939	37929
STD 4	19996	20748	23200	23740	27121	27077	30059	30162
STD 5	16903	17639	22916	23336	25974	26321	28386	28013
STD 6	12404	14018	-	-	-	-	-	-
FORM 1	10329	12563	19721	23928	20369	24639	21787	24677
FORM 2	5485	6652	8249	10124	14510	17237	17777	21331
FORM 3	3766	4444	4409	5298	6824	8029	12309	14682
FORM 4	1685	1269	2079	1775	2544	2392	3529	3664
FORM 5	924	632	948	747	1416	1065	1713	1445
Teacher Training	705	1161	838	1403	924	1737	1009	1864
Technical Trade and Vocational	1109	100	1093	111	968	110	882	108
Special Schools	148	113	171	126	107	149	211	168
Continuation Schools	753	527	749	508	-	-	-	-
Unclassified	-	13	-	38	-	34	-	22
TOTAL	311398	294937	326732	308819	365744	349201	401586	384737

Source: Dept. of Bantu Educ., 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a.

A clear pattern of the distribution of the sexes in various standards in Kwazulu schools is reaveled in Table 2.36. The pattern is as follows:

- From Substandard A to Standard 3 there are more boys than girls enrolled in schools.

- From Standard 4 to Standard 8 there are more girls than boys enrolled in schools.

- In Standards 9 and 10 there are more boys than girls although in 1978 there were more girls than boys in Standard 9.

- There are more girls than boys at teacher training colleges.

- There are more boys than girls at technical, trade and vocational schools.

- In the night schools and continuation classes there are more boys than girls.

- Schools that have been designated unclassified are attended by girls only.

Certain conclusions can be drawn from the pattern revealed by Table 2.36:

- Although more boys than girls enrol for Substandard A, a large proportion of them leave the formal school system at the end of the fifth year of the six year primary cycle, with the result that the junior secondary cycle is composed of more girls than boys.

- At the end of Standard 8 more girls than boys leave the formal school system for other activities.

- More boys than girls persist with formal education up to Standard 10.

- Boys are not training as teachers at the rate at which girls are attending teacher training schools.

- The technical, trade and vocational courses are not attracting the girls as much as they attract the boys.

These patterns revealed in the tables have important implications for the Kwazulu system of education. These implications will be discussed more fully in the subsequent chapters.

TABLE 2.37 KWAZULU - PUPILS INVOLVED IN THE DOUBLE SESSION SYSTEM, 1975-1978

YEAR	SUB A	SUB B	TOTAL	PRIMARY TOTAL	PERCENTAGE
1975	117996	82585	200581	553957	36%
1976	102181	91598	193779	553242	35%
1977	102821	77033	179854	611831	29%
1978	113991	84149	198140	659145	30%

Source: Dept. of Bantu Educ., 1976a, 1977b, 1978; Dept. of Educ. Training, 1979a.

Table 2.37 reveals that the percentage of primary school pupils involved in the double session system is high although it decreased from 36 per cent in 1975 to 30 per cent in 1978. The double session system which Kwazulu has not yet succeeded to eliminate indicates that pupil enrolment is increasing at a faster rate than the supply of teachers is increasing. The teacher-pupil ratio shown in Table 2.41 illustrates this point further.

TABLE 2.38 KWAZULU - PUPILS INVOLVED IN THE PLATOON SYSTEM, 1976-1978

YEAR	SUB A	SUB B	STD 1	STD 2	STD 3	STD 4	STD 5	TOTAL
1976	883	1029	2616	1666	175	302	-	6671
1977	3545	2727	2920	1405	616	424	-	11637
1978	4693	4015	4254	2279	840	329	-	16410

Source: Dept. of Bantu Educ., 1977b, 1978; Dept. of Educ. and Training, 1979a.

Table 2.38 shows that the number of pupils involved in the platoon system in Kwazulu is increasing. This indicates that pupil enrolment is increasing at a faster rate than the provision of classroom accommodation. This position will be illustrated further in Section 2.10.

2.9 TEACHERS IN KWAZULU

Table 2.39 shows the number of teachers who taught in government, government aided, church and private schools from 1975 to 1978.

TABLE 2.39 KWAZULU - TEACHERS ACCORDING TO CONTROL OF SCHOOL, 1975-1978

CONTROL OF SCHOOL	YEAR			
	1975	1976	1977	1978
Government	439	440	480	486
Government Aided	9849	11164	13514	16695
Church and private	276	243	121	81

Source: Dept. of Bantu Educ., 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a.

According to Table 2.39 the number of teachers in government aided schools is by far the biggest. Teachers in government and government aided schools receive their salaries from the Government while those serving in church and private schools receive their salaries from the owners of the schools.

Table 2.40 shows the number of privately paid teachers in community schools expressed as a percentage of the total number of teachers, for the period 1975 to 1978.

TABLE 2.40 KWAZULU - PRIVATELY PAID TEACHERS AS A PERCENTAGE OF THE TOTAL, 1975 - 1978

YEAR	TOTAL NO. OF TEACHERS	NO. OF PRIVATELY PAID TEACHERS	% OF THE TOTAL
1975	10564	1083	10,2
1976	11847	951	8,0
1977	14115	978	6,9
1978	15262	1700	11,1

Source: Dept. of Bantu Educ., 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a.

From Table 2.40 it can be noted that following a decrease in the percentage of privately paid teachers from 10,2 per cent in 1975 to 6,9 per cent in 1977 there was a sudden rise again to 11,1 per cent in 1978.

Table 2.41 states the number of pupils per teacher in primary schools for the years 1972 to 1979.

TABLE 2.41 KWAZULU - PRIMARY PUPILS PER TEACHER, 1972 - 1978

YEAR	TEACHERS	PUPILS	NO. OF PUPILS PER TEACHER
1972	6936	442787	63,8
1973	7523	479844	63,8
1974	8411	529404	61,4
1975	9028	553957	58,4
1976	9472	553242	54,9
1977	11148	611831	54,9
1978	11915	659145	55,3

Source: Dept. of Bantu Educ., 1973, 1974, 1975a, 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a.

Table 2.42 shows the number of pupils per teacher in secondary and teacher training schools for the years 1972 to 1978.

TABLE 2.42 KWAZULU - SECONDARY AND TEACHER TRAINING PUPILS PER TEACHER, 1972 - 1978

YEAR	TEACHERS	PUPILS	NO. OF PUPILS PER TEACHER
1972	814	27814	34,2
1973	922	32313	35,0
1974	1055	36947	35,0
1975	1351	49615	36,2
1976	2195	79519	36,0
1977	2823	101686	36,0
1978	3205	125787	39,2

Source: Dept. of Bantu Educ., 1973, 1974, 1975a, 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a.

A comparison of Table 2.41 and Table 2.42 indicates that primary school teachers are carrying a heavier load than secondary and teacher training teachers in terms of number of pupils per teacher. While this is true, it must be realised that the teaching load of secondary and teacher training teachers is determined more by the number of teaching periods per week than by the number of pupils they actually teach although this is also important in determining their overall teaching load.

As indicated in Tables 2.31 and 2.32 the primary school phase accommodates the biggest proportion of pupils in Kwazulu. The presence of the double session system in the lower primary phase and the platoon system in the lower and higher primary phases are further indications of the high enrolment in the primary phase. A complete picture of the pupil-teacher ratio is presented in Table 2.43 which shows the total pupil enrolment and teachers in Kwazulu for the years 1972 to 1978.

TABLE 2.43 KWAZULU - NUMBER OF PRIMARY AND POST-PRIMARY PUPILS PER TEACHER, 1972 1978

YEAR	TEACHERS	PUPILS	PUPILS PER TEACHER
1972	7856	472362	60,1
1973	8558	514170	60,1
1974	9588	568352	59,3
1975	10564	606335	57,4
1976	11847	635548	53,6
1977	14115	714945	50,7
1978	15262	786323	51,5

Source: Dept. of Bantu Educ., 1973, 1974, 1975a, 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a.

In 1972 the pupil-teacher ratio was as high as 60 pupils per teacher, but by increasing the supply of teachers in every subsequent year, the Kwazulu Education Department succeeded in lowering the pupil-teacher ratio to 51,5 pupils per teacher in 1978. However it is clear from Tables 2.41, 2.42 and 2.43 that the primary course should receive priority in teacher provision if the pupil-teacher ratio is to be lowered. This topic will be discussed more fully in the subsequent chapters.

Table 2.44 shows the qualifications of teachers in various types of schools in Kwazulu. It can be noted from the table that there are teachers with a Standard 6 academic qualification who are teaching in secondary and teacher training schools.

TABLE 2.44 KWAZULU - QUALIFICATIONS OF TEACHERS, 1978

PROFESSIONALLY QUALIFIED TEACHERS

TYPE OF SCHOOL	STD 6	JUNIOR CERT.	TECH. CERT.	MATRIC WITH H.P.T.C.	MATRIC WITH J.S.T.C.	DEGREE INCOMPLETE	DEGREE	SPECIAL SCH.	TOTAL
Lower Primary	2 843	2 414	-	57	-	-	-	2	5 316
Higher Primary	668	3 026	-	291	2	7	-	10	4 004
Sec. and T. Tr.	24	649	4	862	383	272	285	10	2 489
Tech. Sec.	-	-	1	-	-	-	-	-	1
Adv. Tech. Tr.	-	-	-	-	-	-	1	-	1
Trade and Voc. Tr.	-	1	1	4	-	-	-	-	6
Indust. Tr.	-	-	1	1	-	-	-	-	2
In-Service Teacher Tr.	-	-	-	2	-	2	2	-	6
Special Sch.	5	24	-	2	-	-	2	8	41
Sub-total	3 540	6 114	7	1 219	385	281	290	30	11 866

PROFESSIONALLY UNQUALIFIED TEACHERS

TYPE OF SCHOOL	JUNIOR CERT. OR LOWER	TECH. CERT.	MATRIC OR SEN. CERT.	DEGREE INCOMPLETE	DEGREE	TOTAL
Lower Primary	2 066	-	39	-	-	2 105
Higher Primary	406	-	84	-	-	490
Secondary and T. Tr.	59	2	579	35	41	716
Tech. Sec.	-	8	-	-	-	8
Adv. Tech. Tr.	-	1	6	-	2	9
Trade and Voc. Tr.	21	23	4	-	-	48
Indust. Tr.	6	12	-	-	-	18
In Service Teacher Tr.	-	-	-	-	-	-
Special Schools	2	-	-	-	-	2
Sub-total	2 560	46	712	35	43	3 396
TOTAL	8 674	53	1 097	316	333	15 262

Source: Dept. of Educ. and Training, 1979a.

TABLE 2.45 KWAZULU - TEACHERS ACCORDING TO SEX, 1975 - 1978

YEAR	MALE		FEMALE		TOTAL
	TOTAL	PERCENTAGE	TOTAL	PERCENTAGE	
1975	3306	31,3	7258	68,7	10564
1976	3639	30,7	8208	69,3	11847
1977	4316	30,6	9799	69,4	14115
1978	4693	30,7	10569	69,3	15262

Source: Dept. of Bantu Educ., 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a.

Table 2.45 reveals that the percentage of female teachers in Kwazulu schools constantly remained higher than that of male teachers for the period 1975 to 1978. According to Table 2.36 there were more female than male students who were training as teachers in Kwazulu from 1975 to 1978; hence their bigger number in Kwazulu schools.

Table 2.46 shows Kwazulu teachers according to national groups in 1978.

TABLE 2.46 KWAZULU - TEACHERS ACCORDING TO NATIONAL GROUP, 1978

	PRIMARY	SECONDARY AND TEACHER TRAINING	OTHER SCHOOLS	TOTAL
Xhosa	261	74	2	337
Zulu	11 545	2 985	69	14 599
N. Sotho	1	4	3	8
S. Sotho	76	29	-	105
Tswana	3	4	-	7
Tsonga	-	1	-	1
Venda	1	1	-	2
Swazi	26	16	1	43
S. Ndebele	1	-	-	1
Sub-total	11 914	3 114	75	15 103
Whites	-	86	67	153
Coloureds	1	5	-	6
TOTAL	11 915	3 205	142	15 262

Source: Dept. of Educ. and Training, 1979a.

It appears from Table 2.46 that Zulu teachers are in the majority in Kwazulu schools, followed by Xhosa and White teachers whose numbers are still very low when compared with the number of Zulu teachers. White teachers are found in secondary and teacher training schools and other schools while the Xhosa and South Sotho teachers are mostly in the primary schools.

Table 2.47 is a classification of Kwazulu teachers according to age groups for the years 1975 to 1978.

TABLE 2.47 KWAZULU - TEACHERS ACCORDING TO AGE GROUPS, 1975 - 1978

YEAR	- 29	30 - 39	40 - 49	50 - 59	59 +	TOTAL
1975	4812	2810	2134	681	127	10564
1976	5559	3004	2387	758	139	11847
1977	6962	3391	2702	895	165	14115
1978	7675	3604	2804	1009	170	15262

Source: Dept. of Bantu Educ., 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a.

According to Table 2.47 the largest number of Kwazulu teachers is under the age of 30. This is typical of the majority of Black teachers in the Republic of South Africa as Table 2.48 illustrates.

TABLE 2.48 SOUTH AFRICA - TEACHERS YOUNGER THAN 30 YEARS AS A PERCENTAGE OF THE TOTAL NUMBER OF TEACHERS, 1978

TERRITORY	TOTAL NO. OF TEACHERS	NO. OF TEACHERS UNDER 30 YEARS	PERCENTAGE
Ciskei	4391	2496	56,8
Qwaqwa	2256	1725	76,5
Lebowa	8519	4656	54,7
Gazankulu	2785	1851	66,5
Venda	2715	1696	62,5
Kwazulu	15262	7675	50,3
KaNgwane	1482	1074	72,5
White Area	29354	13962	47,6
TOTAL	66764	35135	52,6

Source: Dept. of Educ. and Training, 1979a.

It is obvious that in the White area the percentage of teachers under the age of 30 is below 50. In Kwazulu this percentage is slightly above 50.

Table 2.49 shows the number of teachers according to school control who were involved in the double session system from 1975 to 1978 in Kwazulu.

TABLE 2.49 KWAZULU - NUMBER OF TEACHERS INVOLVED IN THE DOUBLE SESSION SYSTEM ACCORDING TO CONTROL OF SCHOOL, 1975 - 1978

CONTROL OF SCHOOL	1975	1976	1977	1978
Government	2	-	-	
Govt. aided	2035	2318	2272	2492
Sub-total	2037	2318	2272	2492
R.C. church	25	25	12	-
Private	-	-	-	5
TOTAL	2062	2343	2284	2497

Source: Dept. of Bantu Educ., 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a.

It is apparent from Table 2.49 that the number of teachers involved in the double session system is increasing. A more detailed discussion of the double session system will be made in subsequent chapters.

2.10 SCHOOLS, CLASSROOMS AND EQUIPMENT

TABLE 2.50 KWAZULU - NUMBER OF PUPILS PER SCHOOL, 1972 - 1978

YEAR	PUPIL ENROLMENT	NO. OF SCHOOLS	PUPILS PER SCHOOL
1972	472362	1441	328
1973	514170	1502	342
1974	568352	1569	362
1975	606335	1680	361
1976	635548	1794	354
1977	714945	1936	369
1978	786323	2064	381

Source: Dept. of Bantu Educ., 1973, 1974, 1975a, 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a.

The impression created by the average number of pupils per school for the years 1972 to 1978 as shown in Table 2.50 is that Kwazulu schools are not unmanageably large and that accommodation should not be a serious problem. A more realistic picture is depicted in Table 2.51.

TABLE 2.51 KWAZULU - NUMBER OF PUPILS PER CLASSROOM, 1972 - 1978

YEAR	PUPIL ENROLMENT	NO. OF CLASSROOMS	PUPILS PER CLASSROOM
1972	472362	6968	68
1973	514170	7730	67
1974	568352	8554	66
1975	606335	9451	64
1976	635548	10973	58
1977	714945	12589	57
1978	786323	13628	58

Table 2.51 shows that an average of 68 pupils was accommodated in one classroom in 1972. By 1978 this average had decreased to 58 pupils per classroom. The Department of Education and Training sets the following limitations on the number of pupils who may be accommodated in one classroom.

Substandard A or	Double session of 100 pupils:
Substandard B	50 pupils per session in one classroom.
	Single session: 65 pupils per classroom.
Std 1 or 2	65 pupils per classroom.
Higher primary	55 pupils per classroom (limit: 60).
Post-primary	35-50 pupils per classroom (Dept. of Bantu Educ., 1971, p. 11).

According to Table 2.51 Kwazulu has succeeded in reducing the number of pupils per classroom to below the limit specified by the Department of Education and Training in respect of the primary classes only.

The platoon system whereby two groups of pupils are accommodated for teaching purposes in the same classroom at different sessions of the school day is

a measure aimed at solving the problem of classroom accommodation. Table 2.38 shows that pupils involved in the platoon system increased from 6671 in 1976 to 16410 in 1978.

Classroom accommodation and classroom furniture are closely related. In 1978 classroom furniture in respect of 20 circuits with an enrolment of 697 469 was as follows:

benches : 45729
double desks : 83232
single desks : 8328

The furniture used by teachers was as follows:

tables : 565
cupboards : 4800
chairs : 8290 (Kwazulu Dept. of Educ. and Culture, unpublished statistics).

2.11 EXPENDITURE ON EDUCATION

The Kwazulu Government has accepted that education and training should receive high priority in the allocation of resources (Kwazulu Dept. of the Chief Minister and Finance, 1979, p. 4). In Table 2.52 it can be noted that from the 1975/76 to the 1977/78 financial year education was given the second biggest share of the total budget.

TABLE 2.52 KWAZULU - FINANCIAL ALLOCATIONS TO DEPARTMENTS, 1975/76 - 1978/79

FINANCIAL YEAR	TOTAL BUDGET	DEPARTMENTS					
		CHIEF MINISTER	INTERIOR	WORKS	EDUCATION	AGRICULTURE	JUSTICE
	R	R	R	R	R	R	R
1975/76	92711000	1413310	17627640	46996090	18522120	7247250	904590
1976/77	113628200	1606380	19546900	57882090	24558200	8662700	1371930
1977/78	115403500	1797000	25698880	44376600	31833600	10048000	1649420
1978/79	159753800	5930700	66049500	36275100	39463400	10009100	2002600

Source: R.S.A. Audit-Genl., 1975 - 1978.

The percentage of financial allocations to education has been increasing since the 1975/76 financial year as shown in Table 2.53.

TABLE 2.53 KWAZULU - ALLOCATIONS TO EDUCATION AS A PERCENTAGE OF THE TOTAL BUDGET, 1975/76 - 1978/79

FINANCIAL YEAR	TOTAL BUDGET	AMOUNT R	PERCENTAGE OF THE TOTAL
1975/76	92711000	18522120	20,0
1976/77	113628200	24558200	21,6
1977/78	115403500	31833600	27,6
1978/79	159753800	39463400	26,4

Source: Processed from R.S.A. Audit-Genl., 1975-1978.

Table 2.54 shows the expenditure per pupil from 1972/73 to 1977/78.

TABLE 2.54 KWAZULU - CURRENT EXPENDITURE PER PUPIL, 1972/73 - 1977/78

FINANCIAL YEAR	ACTUAL EXPENDITURE* R	EXPENDITURE PER PUPIL R
1972/73	8736000	18
1973/74	11417000	22
1974/75	16718000	29
1975/76	20511000	34
1976/77	28904000	46
1977/78	31834000	45

* Capital expenditure excluded.
Source: Benso, 1978, p. 62.

It can be noted from Table 2.54 that the expenditure per pupil increased from R18 in the 1972/73 financial year to R45 in the 1977/78 financial year. This represents an increase of 60 per cent in six years inclusive.

2.12 ANCILLARY SERVICES IN KWAZULU

By ancillary services is meant the organised external help given to schools in order that teaching and learning can proceed more efficiently (Ruperti, 1975, p. 112). It covers the prescribed school curricula and external examinations which have already been referred to in the foregoing sections. Aids to placing pupils in suitable schools and courses, visual and audio-visual aids and professional - didactic help for teachers are also regarded as ancillary services. These services are discussed briefly below:

- Audio-visual education

The Department of Education and Training which liaises with Radio Zulu, the National Council for Audio-Visual Education, the Film Board and the National Film Library, helps all the national states, including Kwazulu with this type of service (Dept. of Bantu Educ., 1977b, p. 99). The "radio period", as it has come to be known in Kwazulu schools, begins at 10h00 and ends at 10h30 every school day. The programme is arranged in such a manner that each class or standard has a special day on which lessons based on the syllabus for the class are broadcast.

In addition to the broadcasting service the Department of Education and Training supplies each Kwazulu school which possesses a radio with pamphlets containing information on broadcast lessons. Radio sets are supplied free of charge by the Department of Education and Culture of Kwazulu. In 1978 schools in possession of radio sets amounted to 843 (Kwazulu Dept. of Educ. and Culture, unpublished statistics).

- Psychological services

During 1978 the Kwazulu Department of Education and Culture established its own section of psychological and guidance services (Kwazulu Dept. of Educ. and Culture, 1978a, p. 3).

During 1978 the staff of the psychological services was able to test 15 000 Standard 8 pupils and all pupils in Standard 10 (Gumede, interview, 1979). Tests applied to Kwazulu pupils are those used by

the Department of Education and Training. At present the psychological service concentrates mainly on guidance directed at pupils and teachers so that both may be correctly adjusted to the teaching-learning situation. Parents will also be helped so that they may understand their children better and plan their future accordingly (Kwazulu Dept. of Educ. and Culture, 1978a, p. 16).

- Library service

In 1978 only 15 of the 2064 schools had fully furnished libraries. Libraries in various schools in Kwazulu are in varying stages of construction (Kwazulu Dept. of Educ. and Culture, 1978a, p. 16).

- In-service training of teachers

Besides the in-service training of teachers provided by the Department of Education and Training at Mamelodi near Pretoria, Kwazulu has its own in-service training centre at Umlazi near Durban. The centre was opened in 1975 and conducts weekly courses for 120 teachers at a time. There is a permanent staff of five. Courses are designed to enable teachers to adjust their techniques to the changing needs of the teaching situation and to help professionally unqualified teachers to teach with a measure of confidence (Kwazulu Dept. of Educ. and Culture, 1978a, p. 14). In 1978 a total of 104 courses involving 1713 teachers were held. In-service courses are also organised at circuit level so that teachers who have been at the centre get the opportunity of passing on information to their colleagues.

A one year teachers' course is available at Madadeni teacher training college for professionally unqualified teachers. Forty teachers who have taught as unqualified teachers for three years are selected annually for the one year teachers' training course at Madadeni.

2.13 SUPPLEMENTARY EDUCATION SERVICES

By supplementary education is meant that type of education that has no direct connection with classroom teaching (Brazelle, 1978, p. 128) and it includes

the following: hostels, youth organizations, sport, music and other outdoor activities. In Kwazulu hostel accommodation is available at 18 government schools which in 1979 accommodated 6099 boarders distributed as follows:

Training colleges	:	2 346
High schools	:	3 015
Technical and vocational schools	:	738.

Supplementary education in Kwazulu is organised by each individual school as a programme of extra-mural activities. Teachers accept extra-mural duties as part of their work of educating (Ruperti, 1975, p. 137).

Sport features prominently in the extra-mural programmes of almost all schools in Kwazulu. The appointment of the Organiser of Physical Education and Sport by the Department in 1978 has helped to raise the standard of organised sport in Kwazulu. The following sports are popular: soccer, netball, athletics and tennis (Masango, interview, 1979,. Extra-mural activities with a strong social orientation include Guides, Scouts and Inkatha Youth Brigade.

Following the Kwazulu cabinet resolution in 1977 (Mzimela, interview, 1979) the Inkatha Youth Brigade was established in Kwazulu schools. This was followed in 1979 by the introduction of the Inkatha syllabus in all schools. In the lower primary school phase Inkatha as a subject is called Ubuntu - Botho and in the higher primary and other school phases it is called Good Citizenship (Dhlomo, 1979, p. 15).

2.14 SUMMARY

In this chapter an attempt has been made to describe the present educational situation in Kwazulu. In particular attention has been focused on administration and financing of education, pupils, teachers, accommodation, ancillary services and supplementary education services. In the course of the description it became clear that the system has certain deficiencies, for example the high pupil-teacher ratio which has resulted in the application of the double session system in certain schools, inadequate classroom accommodation which has given rise to the practice of the platoon system, decrease of enrolment in the upper classes, and the presence of professionally unqualified and underqualified teachers in schools. These problems are, however, not unique - they are typical problems of developing countries. In the following chapter a more detailed discussion of some of them will be attempted.

CHAPTER 3

FORECASTS OF PUPIL ENROLMENT AND SOME EDUCATIONAL NEEDS AND PROBLEMS

3.1 INTRODUCTION

In the preceding chapter an attempt was made to describe the existing educational situation in Kwazulu. In the course of the description it became clear that one of the main features of the educational system is the phenomenal increase of the school population over the years from 1971 to 1980. In this chapter a forecast of pupil enrolment up to 1985 and the implications thereof are dealt with. Attention is also focussed on the problem of early school leaving among Kwazulu pupils.

3.2 FORECASTS OF PUPIL ENROLMENT IN KWAZULU SCHOOLS UP TO 1985 (See Appendix E)

The forecasts of primary and secondary enrolment for Kwazulu is based on the historical trend of enrolment from 1971 to 1980 and on the assumption that the present trend in pupil enrolment will continue as in the past ten years (Brazelle and Van Rooyen, 1979, pp. 2-3). It is conceded that this method of forecasting pupil enrolment has limitations because it depends on historical trends that will not necessarily continue. Political, social and economic conditions might well bring about unexpected changes in the trend long before the expiry of the term for which the forecast has been made. However, the forecasts have been limited to a term of five years in order to minimise the error of long-term forecast. Separate forecasts for all standards and school phases up to 1985 have been made, but students in teacher training, technical and vocational training have been excluded. The most important reason for their exclusion is that the number of students that receive such training is not necessarily statistically calculable. The students who are involved in such training and the provision of facilities are more dependent on the policy of the educational system and in any case comprises only a small percentage of the total enrolment so that their exclusion will have only a minimal effect on the eventual forecasts (Brazelle and Van Rooyen, 1979, p. 3).

TABLE 3.1 KWAZULU - FORECAST OF LOWER PRIMARY ENROLMENT UP TO 1985

STANDARD YEAR	SSA	SSB	STD 1	STD 2	TOTAL
1980 *	158 258	131 091	111 607	99 187	499 543
1981	162 000	137 000	116 000	105 000	520 000
1982	168 000	142 000	120 000	110 000	540 000
1983	175 000	146 000	125 000	115 000	561 000
1984	180 000	150 000	130 000	120 000	580 000
1985	185 000	155 000	135 000	125 000	600 000

* Unpublished statistics supplied by Kwazulu Dept. of Educ. and Culture.

TABLE 3.2 KWAZULU - FORECAST OF HIGHER PRIMARY ENROLMENT UP TO 1985

STANDARD YEAR	STD 3	STD 4	STD 5	TOTAL
1980 *	83 036	69 162	64 830	217 028
1981	87 000	73 000	68 000	228 000
1982	89 000	77 000	72 000	238 000
1983	93 000	81 000	76 000	250 000
1984	98 000	85 000	80 000	263 000
1985	102 000	90 000	83 000	275 000

* Unpublished statistics supplied by Kwazulu Dept. of Educ. and Culture.

TABLE 3.3 KWAZULU - FORECAST OF JUNIOR SECONDARY ENROLMENT UP TO 1985

STANDARD YEAR	STD 6	STD 7	STD 8	TOTAL
1980 *	46 954	38 343	39 323	124 620
1981	50 000	40 000	40 000	130 000
1982	52 500	41 500	41 000	135 000
1983	54 000	44 000	42 000	140 000
1984	56 000	46 000	43 000	145 000
1985	58 000	47 000	45 000	150 000

* Unpublished statistics supplied by Kwazulu Dept. of Educ. and Culture.

TABLE 3.4 KWAZULU - FORECAST OF SENIOR SECONDARY ENROLMENT UP TO 1985

STANDARD YEAR	STD 9	STD 10	TOTAL
1980 *	14 371	8 424	22 795
1981	17 000	10 000	27 000
1982	19 000	12 000	31 000
1983	21 000	15 000	36 000
1984	24 000	18 000	42 000
1985	26 000	20 000	46 000

* Unpublished statistics supplied by Kwazulu Dept. of Educ. and Culture.

TABLE 3.5 KWAZULU - FORECAST OF ENROLMENT IN DIFFERENT SCHOOL PHASES UP TO 1985

SCHOOL PHASE YEAR	LOWER PRIM.	HIGHER PRIM.	JUNIOR SEC.	SENIOR SEC.	TOTAL
1980 *	499 543	217 028	124 620	22 795	863 986
1981	520 000	228 000	130 000	27 000	905 000
1982	540 000	238 000	135 000	31 000	944 000
1983	561 000	250 000	140 000	36 000	987 000
1984	580 000	263 000	145 000	42 000	1 030 000
1985	600 000	275 000	150 000	46 000	1 071 000

* Unpublished statistics supplied by Kwazulu Dept. of Educ. and Culture.

3.3 SOME EDUCATIONAL NEEDS AND PROBLEMS

3.3.1 High pupil-teacher ratio

Table 3.6 depicts the pupil-teacher ratios for the lower primary, higher primary, secondary and teacher training phases in 1978.

TABLE 3.6 KWAZULU - PUPIL-TEACHER RATIOS FOR THE LOWER PRIMARY, HIGHER PRIMARY, SECONDARY AND TEACHER TRAINING PHASE, 1978

PHASE	ENROLMENT	NO. OF TEACHERS	NO. OF PUPILS PER TEACHER
Lower Primary	464 657	7 421	63
Higher Primary	194 488	4 494	43
Total Primary	659 145	11 915	55
Secondary and Teacher Training	125 787	3 205	39
TOTAL	784 932	15 120	52

Source: Dept. of Educ. and Training, 1979a, pp. 339, 360-363.

According to unpublished statistics obtained from the Department of Education and Culture of Kwazulu, the enrolment in the different school phases, the number of teachers and the number of pupils per teacher in 1980 are as shown in Table 3.7.

TABLE 3.7 KWAZULU - PUPIL-TEACHER RATIO FOR THE PRIMARY AND SECONDARY PHASES, 1980

PHASE	ENROLMENT	NO. OF TEACHERS	NO. OF PUPILS PER TEACHER
Lower Primary	499 543	8 152	62
Higher Primary	217 028	5 073	43
Total Primary	716 571	13 225	55
Secondary	147 415	3 787	39
TOTAL	863 986	17 012	51

Source: Unpublished statistics supplied by Kwazulu Dept. of Educ. and Culture.

A comparison of Table 3.6 showing the pupil-teacher ratios in 1978 with Table 3.7 showing the ratios in 1980 reveals little change between 1978 and 1980. Only the lower primary ratio decreased from 63:1 to 62:1. This resulted in a decrease in the primary and secondary ratio from 52:1 in 1978 to 51:1 in 1980.

Pupil-teacher ratios are some of the most carefully watched indexes of school system development. A decrease in the number of pupils per teacher is usually regarded as an improvement, for there is a widely held conviction shared by parents, teachers and administrators alike, that quality of education and liberal staffing are positively related (Passow et al, 1976, p. 213). It is difficult to know just how serious the implications of a high pupil-teacher ratio for the quality of education are, but in some countries, for example South Korea where the ratio at the primary level is 60:1 the quality of education is decidedly low (Jones, 1975, p. 42). Many educationists contend that a pupil-teacher ratio of 40:1 at the primary level is higher than ideal (Jones, 1975, p. 43). There is certainly a limit to the number of pupils that can be adequately handled by a teacher. Beyond that limit any meaningful teaching becomes difficult to achieve.

Some countries have laws or regulations establishing pupil-teacher ratios for various school phases. In 1965 Lesotho for example set the following ratios: 45:1 in the primary phase and 30:1 in the secondary phase (Pitso, 1977, p. 41). In Kwazulu no regulations in this respect exist, but the objective is to reduce the ratio to 45:1 in the primary phase and 30:1 in the secondary phase (Ndlovu, interview, 1979). In order to attain this objective the rate of supply of teachers to Kwazulu schools will have to increase more rapidly than it is at present.

Kwazulu relies mainly on seven teacher training colleges for the supply of teaching personnel. Table 3.8 shows the percentage increase of student-teachers who completed primary and junior secondary courses from 1974 to 1979 at teacher training colleges in Kwazulu.

TABLE 3.8 KWAZULU - STUDENT TEACHERS WHO COMPLETED TEACHER TRAINING, 1974 - 1979

YEAR	P.T.C.	J.S.T.C.	TOTAL	INCREASE	PERCENTAGE INCREASE
1974	656	65	721	-	-
1975	717	100	817	96	13,3
1976	785	104	889	72	8,8
1977	840	104	944	55	6,2
1978	910	182	1 092	148	15,7
1979	1 023	180	1 203	111	10,2

Source: Information supplied by Kwazulu Dept. of Educ. and Culture; Dept. of Educ. and Training, 1980.

It can be noted from Table 3.8 that the percentage output of teachers from training colleges in Kwazulu increased as follows: in 1975 by about 13 per cent, in 1976 by 9 per cent, in 1977 by 6 per cent, in 1978 by nearly 16 per cent and in 1979 by 10,2 per cent. During the same period the percentage increase of pupils in Kwazulu schools as shown in Table 2.27 was as follows: in 1975 an increase of 6,7 per cent, in 1976 an increase of 4,8 per cent, in 1977 an increase of 12,5 per cent, in 1978 an increase of 10,0 per cent and in 1979 an increase of 7,0 per cent. These statistics on pupils and the output of teachers from training colleges reveal that while the percentage increase of pupil enrolment in Kwazulu grew from 6,5 in 1975 to 7,0 in 1979, the percentage increase of teacher output from training colleges declined from 13 per cent in 1975 to 10 per cent in 1979. It would thus appear that the supply of qualified teachers between 1975 and 1979 in Kwazulu was insufficient to achieve the desired pupil-teacher ratios.

Should this pattern continue, Kwazulu will find it difficult to even maintain the present pupil-teacher ratio, and the objective of reducing the pupil-teacher ratio to 45:1 in the primary phase and 35:1 in the secondary phase will take many years to attain.

Another implication is that Kwazulu may have to rely on the services of professionally unqualified teachers in the schools for many years to come. The University of Zululand which turns out teachers qualified for service in secondary and teacher training schools contributes its share by supplying teachers for Kwazulu schools. Table 2.25 shows that in 1979 there were 293 students enrolled in the Faculty of Education at the university. Most of these students will become teachers and will be available for service in Kwazulu, but their number will be a far cry from the present requirement of teachers for this sector.

In order to maintain the present pupil-teacher ratio (shown in Table 3.7) from 1981 to 1985, the number of teachers needed for the primary and secondary phases will be as shown in Table 3.9.

According to the head of the staff section which is responsible for the employment of teachers in Kwazulu schools the annual wastage of teachers through resignation, retirement and death is 12 per cent. Loss through resignation to accept employment elsewhere accounts for the largest number of teacher wastage in Kwazulu (Mkosi, interview, 1979). In order to maintain the pupil-teacher ratio depicted in Table 3.9 in spite of the 12 per cent annual teacher wastage, teachers additional to the 88 per cent available at the beginning of each year will have to be found. Table 3.10 shows the number of additional teaching personnel up to 1985.

TABLE 3.9 KWAZULU - NUMBER OF TEACHERS REQUIRED IN THE PRIMARY AND SECONDARY PHASES, 1981 - 1985

PHASE	ENROLMENT	PUPILS PER TEACHER	NUMBER OF TEACHERS REQUIRED
1981			
Lower Primary	520 000	62	8 486
Higher Primary	228 000	43	5 329
Total Primary	748 000	55	13 815
Secondary	157 000	39	4 033
TOTAL	905 000	51	17 848
1982			
Lower Primary	540 000	62	8 812
Higher Primary	238 000	42	5 563
Total Primary	778 000	55	14 375
Secondary	166 000	39	4 264
TOTAL	944 000	51	18 639
1983			
Lower Primary	561 000	62	9 155
Higher Primary	250 000	43	5 845
Total Primary	811 000	55	15 000
Secondary	176 000	39	4 521
TOTAL	987 000	51	19 521
1984			
Lower Primary	580 000	62	9 465
Higher Primary	263 000	43	6 148
Total Primary	843 000	55	15 613
Secondary	187 000	39	4 804
TOTAL	1 030 000	51	20 417
1985			
Lower Primary	600 000	62	9 791
Higher Primary	275 000	43	6 428
Total Primary	875 000	55	16 219
Secondary	196 000	39	5 035
TOTAL	1 071 000	51	21 254

TABLE 3.10 KWAZULU - NUMBER OF ADDITIONAL TEACHERS REQUIRED ANNUALLY IN VARIOUS SCHOOL PHASES, 1981 - 1985

SCHOOL PHASE	TEACHERS REQUIRED	NUMBER OF TEACHERS AVAILABLE: 88% OF PREVIOUS YEAR	ADDITIONAL
1981			
Lower Primary	8 486	88% of 8 152 = 7 174	1 312
Higher Primary	5 329	88% of 5 073 = 4 464	865
Total Primary	13 815	88% of 13 225 = 11 638	2 177
Secondary	4 033	88% of 3 787 = 3 332	701
TOTAL	17 848	88% of 17 012 = 14 970	2 878
1982			
Lower Primary	8 812	88% of 8 486 = 7 467	1 345
Higher Primary	5 563	88% of 5 229 = 4 690	873
Total Primary	14 375	88% of 13 815 = 12 157	2 218
Secondary	4 264	88% of 4 033 = 3 550	714
TOTAL	18 639	88% of 17 848 = 15 707	2 932
1983			
Lower Primary	9 155	88% of 8 812 = 7 755	1 400
Higher Primary	5 845	88% of 5 563 = 4 895	950
Total Primary	15 000	88% of 14 375 = 12 650	2 350
Secondary	4 521	88% of 4 264 = 3 753	768
TOTAL	19 521	88% of 18 639 = 16 403	3 118
1984			
Lower Primary	9 465	88% of 9 155 = 8 056	1 409
Higher Primary	6 148	88% of 5 845 = 5 144	1 004
Total Primary	15 613	88% of 15 000 = 13 200	2 413
Secondary	4 804	88% of 4 521 = 3 978	826
TOTAL	20 417	88% of 19 521 = 17 178	3 239
1985			
Lower Primary	9 791	88% of 9 465 = 8 329	1 462
Higher Primary	6 428	88% of 6 148 = 5 411	1 017
Total Primary	16 219	88% of 15 613 = 13 740	2 479
Secondary	5 035	88% of 4 804 = 4 227	808
TOTAL	21 254	88% of 20 417 = 17 967	3 287

In Table 3.8 the annual output of teachers from training colleges in Kwazulu for the years 1974 to 1979 was shown. The annual output of teachers for primary and secondary school phases is accepted to be maintained on the 1979 level until 1985, i.e. as follows: primary 1023, secondary 180. Separate annual averages of additional teachers required up to 1985 for the primary and secondary phases in order to maintain the pupil-teacher ratio for 1980 namely 55:1 in the primary phase and 39:1 in the secondary phase as shown in Table 3.7 can also be calculated from Table 3.10 as follows:

$$\text{primary phase} : \frac{\text{total additional teachers}}{5} = \frac{11\,637}{5} = 2\,328$$

$$\text{secondary phase} : \frac{\text{total additional teachers}}{5} = \frac{3\,817}{5} = 764$$

A comparison of the averages reveals that while the annual output of teachers for primary schools is accepted as 1 023, that of the additional teachers required annually for this phase is 2 328 which is 1 305 more teachers than Kwazulu teacher training colleges are able to produce at present. For the secondary phase the position is no better. The output of 180 compares unfavourably with the average of 764 additional teachers required annually for this phase. To the present average 584 more teachers will have to be added in order to reach the number of additional teachers required annually for this phase.

The demand for more teachers for the lower primary phase is likely to be more urgent than for the other phases as a result of the gradual lowering of the age of admission to Substandard A from seven years in 1979 to six years in 1982. An unprecedented enrolment growth is therefore likely in the lower primary phase between 1979 and 1982. As the cohorts move through the higher primary and the secondary phases the demand for more teachers will accordingly be experienced in these phases.

3.3.2 Inadequately qualified teachers

Besides the shortage of teachers, another problem in this area exists,

namely the low academic qualifications of professionally qualified teachers. In Table 3.11 the qualifications of teachers in Kwazulu is compared with those in 12 other regions situated in the Republic of South Africa in 1979.

TABLE 3.11 RSA - PERCENTAGE DISTRIBUTION OF PROFESSIONALLY QUALIFIED TEACHERS IN BLACK SCHOOLS ACCORDING TO ACADEMIC QUALIFICATIONS AND SCHOOL PHASE, 1979

ACADEMIC QUALIFICATION REGION	SCHOOL PHASE										
	LOWER PRIMARY			HIGHER PRIMARY			SECONDARY				
	STD 6	STD 8	STD 10	STD 6	STD 8	STD 10	STD 6	STD 8	STD 10	DEGREE INCOMPLETE	DEGREE
Northern Transvaal	16,9	79,1	4,0	4,6	84,3	11,1	0,1	27,4	58,3	5,4	8,8
Southern Transvaal	25,3	73,0	1,7	5,7	86,9	7,4	0,4	36,9	48,0	7,4	7,3
Johannesburg	30,9	67,2	1,9	8,8	81,9	9,3	0,6	29,8	52,0	8,2	9,4
Orange Free State	38,9	59,7	1,4	13,4	78,7	7,9	1,4	39,5	49,4	4,0	5,7
Natal	39,9	58,3	1,8	17,1	73,7	9,2	1,4	29,7	52,1	9,0	7,8
Cape Province	32,1	65,4	2,5	7,2	84,1	8,7	0,3	27,5	60,5	3,3	8,4
Ciskei	17,8	79,3	2,9	2,2	90,0	7,8	0	16,9	67,6	5,1	10,3
Qwaqwa	10,0	88,8	1,2	3,4	93,8	2,8	0,4	45,3	47,8	2,9	3,6
Lebowa	14,2	80,8	5,0	3,0	83,0	14,0	0,1	10,3	62,0	11,7	15,9
Gazankulu	7,8	89,4	2,8	0,8	91,5	7,7	0	26,2	56,5	8,8	8,5
Venda	12,4	82,7	4,9	0,6	86,7	12,7	0	7,7	66,3	11,5	14,5
Kwazulu	49,2	49,3	1,5	14,2	77,6	8,2	1,0	22,8	54,5	11,4	10,3
Kangwane	10,3	88,7	1,0	2,8	91,1	6,1	0	29,4	45,0	16,2	9,4

Source: Dept. of Educ. and Training, 1980, pp. 297 - 305.

It can be noted from Table 3.11 that teachers with an academic qualification of Standard 6 are in the majority in the lower primary phase in Kwazulu schools (49,2 per cent). In fact, Kwazulu is at the top of the list in this regard with the Orange Free State and Natal trailing behind with a not insignificant 39 per cent each. A rather disturbing revelation in this table is that while all the other regions have higher percentages of teachers with Standard 8 than with Standard 6 in the lower primary phase, Kwazulu has a more or less equal percentage of teachers with Standard 8 and Standard 6 qualifications. Kwazulu also has one of the lowest percentages of teachers holding Standard 10 qualifications who are teaching in the lower primary phases.

It can also be noted that Kwazulu with 14,2 per cent higher primary teachers holding Standard 6 qualifications is almost as unfortunate as Natal with 17,1 per cent.

With regard to teachers in secondary and teacher training schools it can be noted from the table that the majority in all regions hold Standard 10 qualifications. It can also be observed that teachers with Standard 6 qualifications constitute 1,0 per cent of the teaching force in secondary and teacher training schools in Kwazulu. In the Orange Free State and Natal respectively these teachers constitute 1,4 per cent.

With 15,9 per cent of her secondary school teachers holding university degrees, Lebowa has the highest percentage of university graduates and is followed closely by Venda with 14,5 per cent. Kwazulu ranks third on the list with 10,3 per cent of her teachers holding university degrees. The problem of low academic qualifications of professionally qualified teachers is further aggravated by the presence of professionally unqualified teachers in Kwazulu.

As can be noted from Table 2.44 out of a total of 7421 lower primary teachers in 1978, 2105 or 28 per cent were professionally unqualified and the majority of them had only a Standard 8 or lower academic qualification. In the higher primary phase 490 or 11 per cent of the 4494 teachers were professionally unqualified and again the majority had a Standard 8 or lower academic qualification. In the secondary and teacher training phases 698 out of 3112 teachers or 22 per cent of the total number were professionally unqualified. Of the 698 unqualified teachers in the secondary and teacher training schools 58 had a Standard 8 or lower academic qualification.

Thus it would seem that the main problems in the educational system of Kwazulu concern the quantity and quality of teachers in the schools. The annual teacher wastage of 12 per cent which is more than Bophuthatswana's 10 per cent (Brazelle, 1978, p. 137), but less than Lesotho's 15 to 20 per cent (Pitso, 1977, p. 38), does not augur well for the increase in the number of teachers in Kwazulu schools, especially because the output from Kwazulu teacher training colleges is far below the required average for the years to come. The position is further aggravated by the fact that about 36 per cent of the teachers who complete their teacher training in Kwazulu never even turn up in Kwazulu schools, but accept employment elsewhere (Willemse, interview, 1979).

The problem of a teacher shortage cannot be solved overnight - nevertheless steps must be taken to prevent its continuance. In advancing the suggestions below the writer is cognisant of the fact that improvements in educational facilities hinge on the availability of financial resources which are always limited in any country, therefore the most feasible and the least costly of the following suggestions should be given priority over others:

- Kwazulu needs to produce enough teachers not only to maintain the present pupil-teacher ratio, but to progressively reduce it to the objective of 45:1 in the primary and 35:1 in the secondary school phases respectively. In addition, professionally unqualified teachers should be eliminated by qualified teachers in all phases. In order to do this Kwazulu will have to expand

her teacher training facilities considerably, either by erecting more teacher training schools or by increasing the student in-take capacity of the already existing teacher training schools. The erection of more teacher training schools would entail more expense but better administrative control and professional training would be ensured.

- Since it has been demonstrated above that the pupil-teacher ratio is highest in the lower primary phase, and pupil enrolment in this phase is likely to increase as a result of the lowering of the age of admission to Substandard A, priority will have to be given to the training of more primary school teachers. It is also in this sector that the concentration of professionally unqualified teachers is highest. This is a most unfortunate situation in Kwazulu because it is during these early formative school years in the life of a pupil that expert professional handling is in greatest demand.

- At present Kwazulu relies on two training colleges for the supply of her secondary school teachers. The output from these colleges is a far cry from the actual number required. Not only are secondary schools in Kwazulu staffed with a large number of professionally unqualified teachers but there is also a significant percentage of underqualified teachers at these schools. Thus it would seem that, as in the lower primary phase, there is an urgent need to provide more teacher training colleges for post-primary teachers particularly because in the foreseeable future pupil enrolment in the secondary schools is likely to increase tremendously when the primary pupils who enrolled at the beginning of 1979 (the year in which the age of admission was lowered) reach the secondary phase. In the meantime an increased intake of student teachers at the local university can alleviate the present teacher shortage to a certain degree, within a comparatively short time.

- In-service teacher training facilities in Kwazulu could be expanded to include <u>initial</u> training of teachers. Cognisance is

taken of the fact that this kind of teacher training would require thorough organization and careful planning of subject matter. However, the training could be organised as a two year primary teachers course leading to qualified teacher status built round three residential courses each of three weeks duration. In the intervals teachers could be used as serving teachers in schools. In practice this would have to be organised on an area basis and the selection of such student teachers would have to be carefully controlled.

- Teacher wastage through resignation in favour of employment elsewhere and the acceptance of posts and other occupations outside Kwazulu by about 36 per cent of newly qualified teachers are strong indications that the teaching profession in Kwazulu needs to be thoroughly examined. It is a generally held opinion that teachers accept employment elsewhere because of higher salaries and better working conditions offered. It is also true that the public sector cannot always compete with the private sector in terms of wages, working conditions and benefits. Nevertheless the Department of Education and Culture can improve the working conditions of teachers without incurring heavy expenses by, inter alia, granting certain concessions and benefits to teachers, such as housing loans, medical schemes and free education for the children of teachers. Details of such schemes would of course have to be worked out thoroughly and categories of teachers who qualify, clearly distinguished.

- The possibility of using expatriate teachers in Kwazulu schools could be investigated.

3.3.3 Additional accommodation and equipment

An increase in pupil enrolment requires a proportionate increase in accommodation and equipment. Poor physical facilities in education are associated with low educational standards. From Table 2.51 it was noted that in 1978 there was an average of 58 pupil per classroom in Kwazulu schools. Unpublished statistics show that the position

has remained unchanged until 1980. In order to maintain this proportion of pupils per classroom for the period of the forecast of enrolment the following classrooms will be required for the years 1981 to 1985:

1981	enrolment primary and secondary	:	905 000
	pupils per classroom	:	58
	number of classrooms required	:	15 604
1982	enrolment primary and secondary	:	944 000
	pupils per classroom	:	58
	number of classrooms required	:	16 276
1983	enrolment primary and secondary	:	987 000
	pupils per classroom	:	58
	number of classrooms required	:	17 018
1984	enrolment primary and secondary	:	1 030 000
	pupils per classroom	:	58
	number of classrooms required	:	17 759
1985	enrolment primary and secondary	:	1 071 000
	pupils per classroom	:	58
	number of classrooms required	:	18 466

Since there were altogether 14 776 classrooms in all schools in Kwazulu in 1980, an additional 3 690 classrooms will have to be provided up to 1985 in order to maintain the existing number of pupils per classroom. If the number of pupils per classroom is decreased to 40 by 1985, it means that 26 775 classrooms will have to be provided or an additional 11 999 classrooms to the number of classrooms in 1980. When planning the erection of new classrooms and schools the following factors must be borne in mind:

- As a result of the lowering of the age of admission to Substandard A classroom accommodation will be in great demand in the

lower primary phase.

- The elimination of the double session system which involved 19 814 pupils or 30 per cent of the total primary enrolment in 1978 (Table 2.37) has implications not only for more lower primary school teachers but also for more classroom accommodation.

- Since the number of pupils involved in the platoon system is rising which is a strong indication of lack of adequate classroom accommodation, more classrooms will have to be erected in primary schools.

It seems then that more classrooms in the primary phase than in the secondary phase will be in demand in the near future.

With the increase in the number of classrooms there will also be a corresponding demand for the supply of furniture. In Section 2.10 the supply of furniture in respect of 20 circuits with an enrolment of 697 469 pupils was shown. A breakdown of the figures as shown below clarifies the position further:

83 232 double desks can seat	166 464	pupils
8 328 single desks can seat	8 328	pupils
TOTAL	174 792	pupils

number of pupils without desks 522 677.

Planning regarding the allocation of furniture must be cognisant of the imminent enrolment increase in the lower primary phase as against the other phases where the increase will occur a little later.

3.3.4 Estimated educational expenditure up to 1985/86

Estimated expenditure per pupil increased from R16,66 in 1972/73 to R74,85 in 1980/81. This represents an average annual increase of about 21 per cent. Under the assumption that the present trend of

financing Kwazulu education will continue, a forecast of future expenditure per primary and secondary pupil can be made with due allowance of 10 per cent inflation per annum.

Table 3.12 is a forecast of expenditure per pupil at the rate of 21 per cent increase per annum, and alternatively allowing for a 10 per cent inflation rate.

TABLE 3.12 KWAZULU - FORECASTS OF EDUCATIONAL EXPENDITURE * ON PRIMARY AND SECONDARY PUPILS UNTIL 1985

YEAR	ENROLMENT	EXPENDITURE PER PUPIL		ESTIMATED EXPENDITURE	
		REAL R74,85 p.a.	ANNUAL INCREASE OF 21 PER CENT	REAL R74,85 p.a.	ANNUAL INCREASE OF 21 PER CENT
1980/81	863 986 **	R 74,85	R 74,85	R 64,67 m	R 64,67 m
1981/82	905 000	R 82,34	R 90,57	R 74,52 m	R 81,97 m
1982/83	944 000	R 90,57	R109,59	R 85,50 m	R103,45 m
1983/84	987 000	R 99,63	R132,60	R 98,33 m	R130,88 m
1984/85	1 030 000	R109,59	R160,45	R112,88 m	R165,26 m
1985/86	1 071 000	R120,55	R194,14	R129,11 m	R207,92 m

* Excludes capital expenditure.

** Unpublished statistics supplied by Kwazulu Dept. of Educ. and Culture.

From Table 3.12 it can be noted that in order to maintain the R74,85 per capita expenditure in real terms on education as was the case in 1980, an amount of R129,11 m will be needed for primary and secondary education by 1985. This represents an increase of 99,64 per cent from the 1980/81 expenditure on education. In order to maintain the average annual increase of 21 per cent for primary and secondary education the estimated current expenditure will have to increase to R207,92 m in 1985 which is an increase of 221,51 per cent. These estimates exclude capital expenditure.

3.3.5 Early school leaving in Kwazulu

In common with other developing regions Kwazulu suffers from the problem of early school leaving by pupils. Table 3.13 shows the decrease in enrolment in successive standards in the lower primary phase from 1973 to 1979.

TABLE 3.13 KWAZULU - PUPIL ENROLMENT FROM SSA TO STD 2, 1973 - 1979

YEAR	SSA	SSB	STD 1	STD 2
1973	117 670			
1974	136 239	95 165		
1975	140 209	103 208	85 824	
1976	120 607	110 179	94 717	71 208
1977		107 520	105 005	81 245
1978			104 214	89 297
1979				89 011

Source: Dept. of Bantu Educ., 1974, 1975a, 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a, 1980.

An analysis of Table 3.13 reveals the following facts:

- The average decrease of enrolment from Substandard A to Substandard B is 18,91 per cent per year.
- From Substandard B to Standard 1 the enrolment decreased by an average of 6,46 per cent annually.
- From Standard 1 to Standard 2 the enrolment decreased by an average of 15,20 per cent per year.

The same pattern of decrease of enrolment in the successive standards is evident in the higher primary phase in Kwazulu.

Table 3.14 shows this pattern from 1973 to 1979.

TABLE 3.14 KWAZULU - PUPIL ENROLMENT IN THE HIGHER PRIMARY PHASE, 1973 - 1979

YEAR	STD 3	STD 4	STD 5	FORM 1 (STD 6)
1973	46 823			
1974	51 397	37 819		
1975	57 247	40 738	34 542	
1976	63 339	46 940	46 252	43 649
1977		54 198	52 295	45 008
1978			56 399	46 464
1979				44 389

Source: Dept. of Bantu Educ., 1974, 1975a, 1976a, 1977b, 1978; Dept. of Educ. and Training, 1979a; unpublished statistics supplied by Kwazulu Dept. of Educ. and Culture.

An analysis of Table 3.14 reveals the following:

- From 1974 to 1977 the enrolment in Standard 4 decreased by an average of 18,10 per cent from the previous year's enrolment in Standard 3.
- From 1974 to 1975 the enrolment in Standard 5 decreased by 8,66 per cent from the previous year's enrolment in Standard 4 but from 1976 to 1978 the enrolment in Standard 5 increased by an average of 7,25 per cent from the previous year's enrolment in Standard 4.

The probable reason for this increase is that from 1975 when Standard 5 candidates began to write the external examination of the Department of Education and Training more pupils than before have been failing and repeating Standard 5.

- At the end of 1975 Standard 6 was discontinued when the 12 year school structure was introduced in Kwazulu, a step which made it necessary for both Standard 5 and Standard 6 candidates to

write the same higher primary external examination which qualified them for admission to Form 1 in 1976. These two streams account for the enrolment in Form 1 of 43 649 pupils in 1976. From 1977, however, the enrolment in Form 1 consists only of pupils who have passed Standard 5 and those who are repeaters in this class. The average annual enrolment decrease in Form 1 is 11,71 per cent from the previous year's enrolment in Standard 5.

A further analysis of Tables 3.13 and 3.14 reveals that within a period of four years 117 670 pupils who were enrolled in Substandard A in 1973 had decreased to 71 208 in 1976 when they were in Standard 2. This implies that about 39,49 per cent of the original group was unable to reach Standard 2 within the prescribed period of four years. Some of the pupils in this group are either repeaters in some classes below Standard 2 or have simply left school altogether.

In the secondary phase pupil enrolment in the successive higher standards reveals the same pattern of decrease. Table 3.15 shows this pattern for the years 1972-1979.

TABLE 3.15 KWAZULU - PUPIL ENROLMENT IN THE SECONDARY PHASE, 1972 - 1979

YEAR	STD 6/FI	STD 7/FII	STD 8/FIII	STD 9/FIV	STD 10/FV
1972	11 035				
1973	12 528	9 423			
1974	14 159	11 051	6 520		
1975	22 892	12 137	8 210	2 954	
1976		18 373	9 701	3 854	1 695
1977			14 853	4 936	2 481
1978				7 193	3 158
1979					4 650

Source: Dept. of Bantu Educ., 1973, 1974, 1975a, 1976a, 1977b, 1979; Dept. of Educ. and Training, 1979a, 1980.

An analysis of the table reveals the following:

- The average annual decrease of pupil enrolment from Form I to Form II is 15,11 per cent.

- The average decrease of pupil enrolment from Form II to Form III is 23,94 per cent per year.

- The average decrease of pupil enrolment from Form III to Form IV is 52,11 per cent per year.

- The average annual decrease of pupil enrolment from Form IV to Form V is 34,41 per cent.

- The average percentage of pupils who persisted in school for three years from Form I to Form IV is 30,95 per cent. This implies that an average of 69,05 per cent pupils left the academic stream before reaching Form IV or have been held back.

- The average percentage of pupils who began Form I and reached Form V four years later is 19,44 per cent which implies that an average of 80,56 per cent pupils left the academic stream before reaching Form V, or have been held back by failing.

The decrease of pupil enrolment in successive higher standards as demonstrated above must however be interpreted with care. Several things may happen to a group of pupils at the end of the academic year. Some of them may pass and continue with the next standard during the following year and others may fail and repeat the standard the following year, thus increasing the enrolment for that particular class. Some of the pupils who failed may leave the school system and enter the economic system of the country in which case the school regards them as dropouts. Some of those who pass the standard may for some reason or other also leave the school system to enter the economic system. It is essential that these considerations must be borne in mind when the decrease of pupil enrolment in Kwazulu is interpreted.

In order to gain more insight into the phenomenon of early school leaving in Kwazulu it has been felt necessary to make a further analysis of this problem by presenting Tables 3.16, 3.17 and 3.18 which show pupil enrolment decrease between March and September each year from 1975 to 1978. It is contended that dropping out of school in the course of the year is an unfortunate and unplanned termination of the child's intellectual development and it is perhaps more serious than dropping out at the end of the year, particularly if the dropout was capable of passing the standard. The state also incurs financial loss if account is taken of the financial provision made each year for every child for the whole year. Not only has the dropout during the year wasted his time which he could have used profitably in employment elsewhere, but he has prevented another pupil from admission who might have stayed on in school. For the parent such a dropout is a financial loss since books and other school accessories for which money was spent become redundant. Table 3.16 shows the lower primary enrolment decrease between March and September each year from 1975 to 1978.

TABLE 3.16 KWAZULU - LOWER PRIMARY ENROLMENT DECREASE BETWEEN MARCH AND SEPTEMBER, 1975 - 1978

STANDARD YEAR/PERIOD	SSA	SSB	STD 1	STD 2	TOTAL
1975					
March enrolment	140 209	103 208	85 824	65 761	395 002
September "	136 206	101 695	82 691	63 018	383 610
Decrease	4 003	1 513	3 133	2 743	11 392
% decrease	2,9	1,5	3,7	4,2	2,9
1976					
March enrolment	120 607	110 179	94 717	71 208	396 711
September "	118 810	107 799	90 622	68 466	385 697
Decrease	1 797	2 380	4 095	2 742	11 014
% decrease	1,5	2,2	4,3	3,9	2,8
1977					
March enrolment	141 872	107 520	105 005	81 236	435 633
September "	140 022	105 293	102 618	78 652	426 585
Decrease	1 850	2 227	2 387	2 584	9 048
% decrease	1,3	2,0	2,3	3,2	2,1

STANDARD YEAR/PERIOD	SSA	SSB	STD 1	STD 2	TOTAL
1978					
March enrolment	153 064	118 082	104 214	89 297	464 657
September "	150 252	115 803	100 193	84 733	450 981
Decrease	2 812	2 279	4 021	4 564	13 676
% decrease	1,8	1,9	3,9	5,1	2,9
Average % decrease	1,9	1,9	3,6	4,1	2,7

Source: Statistics supplied by Kwazulu Dept. of Educ. and Culture.

From Table 3.16 it can be observed that the percentage pupil decrease between March and September each year rises with each successive standard, for example in 1975 the percentage decrease for Substandard A was 2,9 but for Standard 2 it was as high as 4,2 per cent. The same pattern can be observed for the other years. There appears to be a slight improvement in pupil decrease in successive years in Substandard A as shown by the decline in the percentage decrease from 2,9 in 1975 to 1,8 in 1978. However, in Substandard B the same tendency is not evident as the percentage decrease rose from 1,5 in 1975 to 1,9 in 1978. The largest pupil decrease occurs in Standards 1 and 2 where the average percentage decrease for the four year period was 3,6 and 4,1 respectively.

Pupil decrease in the lower primary phase must be seen in the light of the undertaking that was signed by parents whose children were being admitted to Substandard A in 1975. In that undertaking parents promised to keep their children at school for at least four years. Accordingly after 1975 there should have been no pupils leaving school before completing four years of schooling. It would appear, however, that some parents have not been able to abide by this undertaking.

In the higher primary phase pupil decrease between March and September each year is even higher as shown in Table 3.17.

TABLE 3.17 KWAZULU - HIGHER PRIMARY ENROLMENT DECREASE BETWEEN MARCH AND SEPTEMBER, 1975 - 1978

STANDARD YEAR/PERIOD	STD 3	STD 4	STD 5	STD 6	TOTAL
1975					
March enrolment	57 247	40 744	34 542	26 485	159 018
September "	54 249	38 975	33 413	23 423	150 060
Decrease	2 998	1 769	1 129	3 062	8 958
% decrease	5,2	4,3	3,3	11,6	5,6
1976					
March enrolment	63 339	46 940	46 252		156 531
September "	58 658	44 720	43 198		146 576
Decrease	4 681	2 220	3 054		9 955
% decrease	7,3	4,7	6,6		6,4
1977					
March enrolment	69 705	54 198	52 295		176 198
September "	66 525	52 329	49 115		167 969
Decrease	3 180	1 869	3 180		8 229
% decrease	4,6	3,4	6,1		4,7
1978					
March enrolment	77 868	60 221	56 399		194 488
September "	74 256	57 433	53 202		184 891
Decrease	3 612	2 788	3 197		9 597
% decrease	4,6	4,6	5,7		4,9
Average % decrease	5,4	4,3	5,4		5,4

Source: Statistics supplied by Kwazulu Dept. of Educ. and Culture.

The percentage decrease of enrolment for successive standards does not show a regular pattern although it would appear that Standards 3 and 5 have the highest percentages of pupil decrease between March and September each year.

In the secondary phase the pattern of enrolment decrease is shown in Table 3.18

TABLE 3.18 KWAZULU - SECONDARY ENROLMENT DECREASE BETWEEN MARCH AND SEPTEMBER, 1975 - 1978.

FORM/STANDARD YEAR / PERIOD	F.I	F.II	F.III	F.IV	F.V	TOTAL
1975						
March enrolment	22 892	12 137	8 210	2 954	1 556	47 749
September "	21 272	11 305	7 219	2 435	1 405	43 636
Decrease	1 620	832	991	519	151	4 113
% decrease	7,1	6,9	12,1	17,6	9,7	8,6
1976	STD 6	STD 7	STD 8	STD 9	STD 10	
March enrolment	43 649	18 373	9 707	3 854	1 695	77 278
September "	40 385	17 340	9 258	3 512	1 609	72 104
Decrease	3 254	1 033	449	342	86	5 174
% decrease	7,5	5,6	4,6	8,8	5,0	6,7
1977						
March enrolment	45 008	31 747	14 853	4 936	2 481	99 025
September "	41 772	30 523	14 036	4 734	2 449	93 514
Decrease	3 236	1 224	817	202	32	5 511
% decrease	7,2	3,9	5,5	4,1	1,3	5,6
1978						
March enrolment	46 464	39 108	26 991	7 193	3 158	122 914
September "	45 147	37 910	26 395	6 604	3 070	119 026
Decrease	1 317	1 198	596	589	88	3 888
% decrease	2,8	3,1	2,2	8,2	2,8	3,2
Average %	6,2	4,9	6,2	9,7	4,7	6,0

Source: Statistics supplied by Kwazulu Dept. of Educ. and Culture.

A comparison of Tables 3.16, 3.17 and 3.18 seems to indicate that Kwazulu is losing a larger number of pupils in the higher primary and secondary phases than in the lower primary phase, although the loss here is also significant.

From the foregoing analysis of Tables 3.13 - 3.18 it would seem reasonable to infer that Kwazulu is experiencing the problem of school dropouts significant enough to merit research. The problem must not be viewed as a symptom of only one factor working in isolation, but rather as the outcome of several factors interacting on a pupil and applying sufficient pressure on him to force him to leave school prematurely. Research on the problem as it exists among Black pupils in the Republic of South Africa as a whole does not yet exist.

Other countries, however, have tackled the problem from various angles, for example, from the personality aspects of school leavers and from the school system as a relevant system for the needs of the child and the community. One such study of the personality of potential school dropouts was undertaken by Lichter and others between 1954 and 1958 and revealed among other things the following striking characteristics of dropouts (Lichter et al, 1968, p. 246):

- The dropouts had unsuccessful and unhappy school experiences. Most of them were either failing their school courses or working far below their mental capacity.

- The dropouts left school because they were motivated to run away from a disagreeable situation.

- Emotional problems were the major cause of educational difficulties and the resultant school leaving.

Although some of these findings may apply to Kwazulu pupils, care must be taken in generalizing about them since the group studied consisted of Whites only and were relatively small in number (Lichter, et al, 1968, p. 7). A study which would take into account the intellectual ability, personality, motivation and socio-economic conditions of Kwazulu dropouts would be worthwhile as it would cast more light on

the problem as it exists in Kwazulu.

The problem might also be examined in terms of relevancy in the life and culture of the Zulu people. Normally the development of an educational system correlates with the development of a society guided by a particular ground motive (Ruperti, 1975, p. 32). If the educational system provided is guided by a ground motive foreign to the society concerned, discord between the educational system and the society will result.

The Zulu people, in common with other Black peoples of Southern Africa, are at present receiving education that is guided at least partly by a Western ground motive rooted in the Western culture (Ruperti, 1975, p. 33). The result of this situation is that the school has not yet been fully accepted as an integral part of the national life of the Zulu. Parents in Kwazulu do not yet regard dropping out of school in the same serious light as their White counterparts.

The economic condition of Kwazulu as a whole must also be considered as a factor that may influence the dropout rate. According to Thorrington-Smith and others the economy in the territory is very underdeveloped (1978, p. 125). This situation must inevitably affect individual parents in Kwazulu by influencing the economic power of the parents to pay for the education of their children, particularly in the secondary phase where expenses are higher than in the primary phase.

Although it is not always an accurate index of the income earned by the inhabitants of a country, the gross national income and the per capita income nevertheless provide a reliable indicator of the trend of income. The gross national income and the per capita income for the de facto Black inhabitants in Kwazulu in 1973 were R359,2 m and R91,5 respectively (Benbo, 1975 p. 36). With the cost of living rising annually it might become difficult for some parents to keep their children at school. Dropping out might thus be acquiesced to by a parent who could regard it as a solution to financial problems.

3.3.5a Implications of the dropouts for Kwazulu economy

Dropping out of school has serious implications for the economy of a country. A study by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), covering nearly 100 countries has shown that there is a direct and positive correlation between the index of higher education and the gross national product (GNP) of a country (Horner, 1972, p. 16). The study revealed that the value of work done by a person who has four years of primary education is 43 per cent greater than that of an illiterate person, 108 per cent greater if he has had secondary education and 300 per cent greater if he has had higher education (Horner, 1972. p. 16). The findings of this study must be seen in the light of the high percentage of pupils in Kwazulu who drop out of school before reaching the secondary phase, and also in the light of the educational aim for the economic development of Kwazulu, namely a system of education which will provide Kwazulu with the qualified and trained personnel required to promote the territory's development (Thorrington-Smith et al, 1978, p. 73).

3.3.5b Compulsory education as a measure against school dropouts in Kwazulu

The first step to introduce compulsory education in Kwazulu was taken in 1975 when parents of children who were being admitted to Substandard A signed an undertaking to keep their children at school for at least four years. However, as demonstrated in the foregoing tables this promise has not been kept by all parents. Before compulsory education can be introduced and accepted and supported by the community certain basic requirements have to be met first. Regulations enforcing school attendance before the Kwazulu community is ready for it would be equivalent to disregarding the need for the correlative development of the community and its education and can cause considerable trouble (Ruperti, 1975, p. 39).

First the attitude of the Kwazulu society towards the school must change so that the school is regarded as an essential institution in

the life of a child without which development toward complete and productive adulthood would be seriously hampered. It must also be seen as an integral part of the Zulu nation which is necessary for the progressive development of the nation as a whole. To change the attitude of the nation is no easy matter. Nevertheless, since schooling has already been accepted by the majority of the Zulu people, increased efforts directed at changing parental attitudes towards the school are likely to succeed in the near future.

Besides the need for a change of attitude, other factors pertaining to the introduction of compulsory education in Kwazulu will have to receive serious consideration:

- The age pattern of school attendance is of particular importance in an analysis of changing school conditions since it provides a basis for the age at which compulsory education can begin and end. In this respect Kwazulu will have to decide which age or class attained will be decisive for school leaving, bearing in mind the needs of the Kwazulu economy.

- Since school attendance differs from area to area, particularly between rural and urban areas, an investigation directed at establishing the number of areas that have satisfactory school attendance and are therefore ready for compulsory education will have to be made. In Thailand the process of enforcing compulsory education was a gradual one - each year seeing the inclusion of more and more villages (Jumsai , 1951, p. 41). Kwazulu could also adopt this strategy.

- Compulsory education is inevitably combined with measures aimed at helping children from less well-to-do families. Such measures include inter alia free schooling, financial assistance with the purchase of books, special arrangements for transport for those pupils residing far from school and the granting of boarding bursaries (Ruperti, 1975, p. 40). At present Kwazulu is supplying certain books free of charge to pupils but the ever increasing enrolments militates against the objective of supplying all Kwazulu pupils with free books.

- The present provision of teachers, schools, classrooms and equipment for pupils enrolled voluntarily in Kwazulu schools is inadequate. Once compulsory education has been implemented premature school leaving will disappear and the present educational facilities (which in a way have been planned with the knowledge that not all pupils who enrol for Substandard A will reach Standard 5) will have to increase drastically. Teacher qualifications will be expected to be higher than they are at present for most teachers in Kwazulu.

- It would seem advisable to organise a school health service in every inspectoral area so as to ensure that compulsory school attendance is not undermined by the health of the child. This would entail co-operation with the Kwazulu Department of Health and Welfare for the organization and supervision of such a service. When compulsory universal education was implemented in Thailand this measure was adopted (Jumsai, 1951, p. 103).

- Lastly it must be borne in mind that the cost of compulsory education will be considerable. Finances will have to be obtained or raised to prepare Kwazulu for compulsory education.

In spite of the foregoing considerations planning for compulsory education as envisaged in the plan for Kwazulu development (Thorrington-Smith et al, 1978, p. 73) should begin immediately.

3.4 SUMMARY

In this chapter forecasts of pupil enrolment in Kwazulu from 1981 to 1985 were made and related to the teachers, accommodation, equipment and finances that will inevitably be required. The forecasts served to stress the fact that Kwazulu is on the threshold of an era of tremendous enrolment growth that will tax the educational facilities to the utmost. Probably the need for planning that will be able to identify priorities in a situation that will increasingly become complex has never been greater in the short history of Kwazulu education.

Secondly the problem of dropouts from Kwazulu schools and the implications thereof for the Kwazulu economy were discussed. The high percentage decrease of enrolment in the higher classes is an indication that most pupils in Kwazulu schools tend to leave school before reaching senior classes, thus leading one to infer that the economy of the country is receiving manpower that has not been sufficiently trained. Premature school leaving is also an indication that the system is not meeting the needs of the people it is supposed to serve and therefore its relevancy ought to be examined. Lastly reference was made to the difficulty of introducing compulsory education in the present social and economic climate. Factors which appear to merit some thought before the introduction of compulsory education were mentioned.

CHAPTER 4

THE PHENOMENON OF PUPIL REPETITION WITH SPECIAL REFERENCE TO TEACHER QUALIFICATIONS AND EXPERIENCE

4.1 INTRODUCTION

In Chapter 3 the implications of the growth in pupil enrolment on the provision of teachers, accommodation and finances were dealt with extensively. Attention was also focussed on the phenomenon of premature school leaving among Kwazulu pupils. Closely related to this phenomenon and sometimes arising from identical conditions is the phenomenon of failure and class repetition in Kwazulu, which forms the subject of this chapter.

4.2 FAILURE AND REPETITION OF CLASSES

4.2.1 The economist's viewpoint

Economists more or less regard the educational system of a country as a manufacturing industry aimed at producing goods (Verwey, 1978, p. 2). This attitude originates from the fact that education is one of a country's major enterprises into which money is invested in order that goods in the form of human capital can be produced. If in the process of production some of the products have to repeat the production process which results in the same amount of money having to be invested on the same product twice or even for a third time, wastage is incurred. Thus if a pupil fails and has to repeat the standard the following year, money invested in him during the first year in the standard, is wasted if he has to repeat it. Money is invested in the education of each pupil by way of providing accommodation, equipment and teachers.

It is in the light of the economist's viewpoint that failure and class repetition in the Kwazulu educational system can be viewed. The extent of wastage incurred by Kwazulu in this respect is shown in Section 4.11 of this chapter.

4.2.2 Some reasons for the incidence of failure and repetition

The causes of class repetition are the subject of current educational investigation and research, which raises the question of the adequacy of the content, the organization and structure of education, among other internal factors, and at the same time investigates the economic, social, political, religious and cultural constraints operating as factors external to the educational system (Brimer and Pauli, 1972, p. 20).

Of the external factors, the social factor is regarded by many educational researchers as the one that exerts the greatest influence on a child's scholastic achievement.

In Israel statistical means were used for testing the degree to which social factors such as the size of the family and the occupation of the father influenced failure. In every case, a positive though not high correlation between the socio-cultural level and the degree of scholastic achievement was found (Smilansky, 1961, p. 9). Children of parents of lower socio-cultural background could not perform as well as the children of parents of higher socio-cultural background (Smilansky, 1961, p. 9).

Brimer and Pauli (1972, pp. 90-100) cite among others the following external factors: inadequate mastery of the mother-tongue, poverty, poor physical environment, wrong parental attitude towards school, illiterate parents, poor achievement motivation on the part of the pupils and family disunity.

Of the internal factors, the selection and organization of the subject matter, the method of presentation and the attitude of the teacher have been singled out as factors that exert the greatest influence on a pupil's scholastic achievement. Brimer and Pauli (1972, pp. 72) seem to concur with this and in addition emphasise that pupil failure can be caused by biased examination questions, poor teacher preparation, policy of promotion and inadequate textbooks and equipment.

In a questionnaire which was sent by RUEP to all schools in the Ciskei (see Appendix A), principals could react in an optional portion to the question on what they thought were the main reasons for the incidence of repeaters. The following are a few of the reasons given by the principals: large classes or high pupil-teacher ratio, low qualifications of teachers, teachers too young, pupils poorly motivated, poor attendance due to absence of compulsory education, distance from school, poor housing and poor home conditions, curriculum overloaded, shortage of textbooks, exercise books, furniture and equipment (Verwey, 1979, p. 12).

Some of the foregoing reasons apply to the Kwazulu educational situation in varying degrees of intensity. In the questionnaire which was sent to all schools in Kwazulu, principals were requested to supply as many reasons as they could for the incidence of repeaters. On receipt of the questionnaires the reasons given were analysed and classified into 17 points. A second questionnaire was compiled and sent out to half the schools in Kwazulu with the instruction that principals should rank the reasons by numbering them from 1 to 17 according to the order of importance.

The form of the questionnaire which was sent out appears below:

RANK	REASONS
	Irregular attendance by pupils
	Undernourishment of pupils
	Understaffing/high pupil-teacher ratio
	Insufficient textbooks
	Inadequate teaching aids
	Underqualified and professionally unqualified teachers
	Fatigue caused by travelling long distances to school
	Inadequate accommodation (desks, classrooms, schools)
	Syllabus too difficult
	Medium of instruction
	Lack of co-operation between parents and teachers
	Mental retardation
	Syllabus too long

RANK	REASONS
	Poor study facilities at home
	Teachers are not motivated/teachers lack dedication to work
	Automatic promotion in the lower primary classes
	Lack of pre-school education

The results were analysed by counting the number of respondents who put each reason in the various ranks (1 to 17) and a total rank score for each statement was calculated.

Table 4.1 is an example of the procedure followed in calculating the rank scores for each of the 17 reasons (Behr, 1973, p. 78).

TABLE 4.1 KWAZULU - ANYLYSIS OF RANKS GIVEN TO "UNDERQUALIFIED AND PROFESSIONALLY UNQUALIFIED TEACHERS" AS A REASON FOR THE INCIDENCE OF CLASS REPETITION, 1979

	RANK																	TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
No. giving Rank →	47	106	66	65	39	47	37	42	27	34	28	38	27	17	22	27	12	= 681
Weighted Rank →	47	106	66	65	39	47	37	42	27	34	28	38	27	17	22	27	12	
	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	x17	
	47	212	198	260	195	282	259	336	343	340	308	456	351	238	330	432	204	= 4 791

Total rank score = $\frac{4\ 791}{681}$ = 7,0.

From the total rank score, a rank position for each reason was obtained. Details of the rank scores and rank positions in respect of the 17 reasons are given in Table 4.2.

TABLE 4.2 KWAZULU - RANK SCORE AND RANK POSITION OF THE RESPONDENTS' RANKING ORDER OF THE REASONS FOR THE INCIDENCE OF REPETITION OF CLASSES, 1979

REASON	TOTAL RANK ORDER	RANK POSITION
Understaffing/high pupil-teacher ratio	3,9	1
Insufficient textbooks	5,5	2
Inadequate accommodation (desks, classrooms, schools)	6,7	3
Irregular attendance of pupils	6,7	3
Inadequate teaching aids	6,8	5
Underqualified and professionally unqualified teachers	7,0	6
Poor study facilities at home	7,5	7
Automatic promotion in L.P. classes	8,5	8
Undernourishment of pupils	8,6	9
Lack of co-operation between parents and teachers	8,7	10
Fatigue caused by travelling long distances to school	8,9	11
Lack of pre-school education	10,2	12
Syllabus too long	10,2	12
Teachers are not motivated/Teachers lack dedication to work	10,4	14
Mental retardation	11,4	15
Medium of instruction	11,8	16
Syllabus too difficult	12,6	17

It can be seen from this study that Kwazulu principals regard understaffing as the most important reason for pupil failure and class repetition. The next important reasons are insufficient textbooks, inadequate accommodation and irregular attendance of pupils. Selected principals who attended meetings and interviews on this topic at Nkandla (7 September 1979), Ulundi (10 September 1979) and Umlazi (13 September 1979) unanimously declared that the high pupil-teacher ratio obtaining in Kwazulu schools at present was the most significant

reason for the high percentage of repeaters. They felt that the present pupil-teacher ratio and the double session system did not permit teachers to pay individual attention to slow learners.

The position regarding the pupil-teacher ratio in Kwazulu was fully discussed in Chapter 3 and it was revealed that prospects for improvements in this respect are not very bright for the years ahead.

The following two important reasons namely insufficient textbooks and inadequate accommodation were also singled out as having a significant effect on the high percentage of pupil repetition.

It would seem that the relatively low academic qualifications of Kwazulu teachers explained in the foregoing pages makes dependence on books for information more imperative than would be the case with better qualified teachers. The high premium placed on the need for textbooks would thus seem reasonable if this consideration is taken into account.

It was also revealed in Chapter 3 that a large number of Kwazulu pupils virtually had no desks or chairs on which to sit and were often crowded into one classroom. This position would inevitably lead to inferior educational standards resulting in the high percentage of repeaters. From the first three reasons given as significant causes for pupil repetition it would seem that Kwazulu principals regard internal causes as more significant for the phenomenon than external causes. The only high ranking reason linked with external causes is irregular school attendance of pupils.

It is also interesting to note that most principals regard the medium of instruction as having least effect on the incidence of failure in Kwazulu schools. This is a clear indication that the present foreign medium of instruction in Kwazulu, namely English from Standard 3 upwards is fully supported by most of the Kwazulu principals.

It is not within the scope of this study to discuss the educational implications of all the reasons given by the Kwazulu principals, for nearly every reason can be a subject of research in its own right.

Of importance for this study is the quality of the present teachers in Kwazulu measured in terms of academic qualifications, professional training and teaching experience, and the effect of this on pupil repetition of classes or standards. However, before embarking on a detailed discussion of this aspect of the study a brief look at the position of pupil repetition in other countries is relevant.

4.3 COMPARATIVE STATISTICS WITH REGARD TO REPEATERS IN VARIOUS COUNTRIES, INCLUDING KWAZULU

Other countries besides Kwazulu experienced the repeater problem in greater or lesser degree as shown in Table 4.3.

TABLE 4.3 PERCENTAGE REPEATERS PER ENROLMENT IN VARIOUS COUNTRIES

COUNTRY	YEAR	SSA	SSB	STD 1	STD 2	STD 3	STD 4	STD 5
Ecuador	1967	11,4	11,0	8,3	7,8	5,6	2,4	
Dahomey	1967	12,7	14,9	17,9	19,1	24,4	39,7	
Thailand	1966	27,7	16,7	14,0	7,3			
Lesotho	1976	10,0	6,5	5,3	3,2	2,9	2,2	8,4
Kwazulu	1978	18,5	13,3	13,4	10,9	12,5	10,6	16,2
Lebowa	1977	17,6	15,3	18,3	13,5	14,7	12,8	16,4
Transkei	1977	9,7	10,4	13,6	12,7	15,4	13,2	11,0
Qwaqwa	1978	19,1	14,2	10,8	6,4	10,6	5,7	2,3
Ciskei	1978	8,2	8,3	9,6	9,0	14,4	10,4	10,5

Source: Verwey, 1979, p. 13; Berstecher, 1972, p. 75.

Pupils who are considered by the educational authorities involved to be below the standard required in a certain class, are requested to repeat the standard. In Table 4.3 it is conspicuous that in those countries where the repeater percentage is high in the earlier standards, the percentage decreases in the later standards. In Thailand the repeater percentage for the first school year of phase 1, was 27,7 per cent and for the last year it was 7,3 per cent. The same applies to Qwaqwa with 19,1 per cent repeaters in Substandard A and only 2,3 per cent in Standard 5.

The repeater percentages of countries like Dahomey, Ciskei and Transkei are relatively low in the lower classes with the result that there is an increase a few years later in the higher classes. The trend in Kwazulu seems to be a high repeater percentage in the initial class, a decline in the middle classes and a rise in the last class of the primary phase. This trend will again be demonstrated in the discussion on the repeater problem in Kwazulu.

A comparison between repeater percentage of different countries must be undertaken and interpreted with care. It does not necessarily follow that a high repeater percentage is an indication of inefficiencies within the system. Countries demanding a high standard in every class will have more repeaters per enrolment than countries where a system of automatic promotion is strictly enforced.

4.4 REPEATERS IN KWAZULU

4.4.1 A comparison of repeaters in 1978 and 1979

The first statistical information on repeaters in Kwazulu was gathered in 1978. Information which forms the main subject of this study was gathered in the course of 1979. Table 4.4 shows the repeater percentages of pupils in Kwazulu primary schools in 1978 and 1979.

TABLE 4.4 KWAZULU - REPEATER PERCENTAGES IN THE PRIMARY PHASE, 1978 AND 1979

STANDARD YEAR AND SEX	SSA	SSB	STD 1	STD 2	STD 3	STD 4	STD 5	TOTAL
Boys 1978*	10,6	8,2	8,8	5,4	7,1	5,7	8,8	8,2
Boys 1979*	11,2	9,1	8,8	6,4	7,5	6,2	11,0	8,9
Girls 1978*	7,5	5,1	5,8	3,6	5,5	5,2	7,1	5,8
Girls 1979*	8,3	5,6	5,6	4,4	5,9	5,2	9,4	6,4

* Percentage of total enrolment.

Source: Table B.1 and B.2.

A general increase occurred in the repeater percentages between 1978 and 1979 in Kwazulu. The increased percentage of the repeaters in

1979 must be interpreted with care. It was pointed out in Chapter 3 that although the percentage decrease of enrolment in Kwazulu schools was still significant, there is a gradually declining tendency. Thus it is possible that a large number of failures returned to school in 1979 to repeat their classes instead of dropping out as might have happened in 1978.

Table 4.4 demonstrates very clearly that more boys than girls fail and have to repeat classes in the primary phase in Kwazulu. In no instance in 1978 and 1979 is the percentage of repeaters for boys equal to that of the girls. In every case it is found to be higher. This tendency for boys to repeat classes in the primary phase should not be regarded as an indication of the low ability of the Kwazulu boys. According to Hetherington and Parke (1975, p. 444) boys are not well-adjusted during the primary phase. Their boisterous, assertive, competitive, and independent qualities which are encouraged in them by parents are frowned upon in school, especially by female teachers who are always in the majority in the primary phase. It was also found that female teachers reinforced feminine behaviour more frequently than they did male-appropriate behaviour - in both girls and boys (Hetherington and Parke, 1975, p. 445). For many boys, school is thus not a happy place and as a result, at the primary level at least, generally they perform not only at a lower level than their female classmates but often well below their abilities. In Kwazulu female teachers are in the majority in primary schools, and this might well contribute to the relatively high repeater percentage for boys. The tendency for more boys than girls to repeat classes in the primary phase could account for the higher enrolment of boys than girls in the lower primary phase as was demonstrated in Chapter 2 of this study.

Another well-defined pattern that can be observed from Table 4.4 is the high repeater percentage in Substandard A which declines in Substandard B and Standards 1 and 2 but rises again in Standard 3. The repeater percentage declines in Standard 4 and rises again sharply in Standard 5 which is the final class in the primary phase. This pattern is clearly demonstrated in Figure 4.1.

A comparison of the repeater percentages in the junior secondary standards in Kwazulu brings certain characteristics which are common to both the primary and the secondary phases to light. There are however, significant differences as well.

TABLE 4.5 KWAZULU - REPEATER PERCENTAGES IN THE JUNIOR SECONDARY PHASE, 1978 AND 1979

STANDARD YEAR AND SEX	STD 6	STD 7	STD 8	TOTAL
Boys 1978[%]	6,7	5,3	4,8	5,7
Boys 1979[%]	7,6	6,2	7,8	7,2
Girls 1978[%]	8,2	6,7	6,4	7,2
Girls 1979[%]	8,7	8,1	10,4	9,4

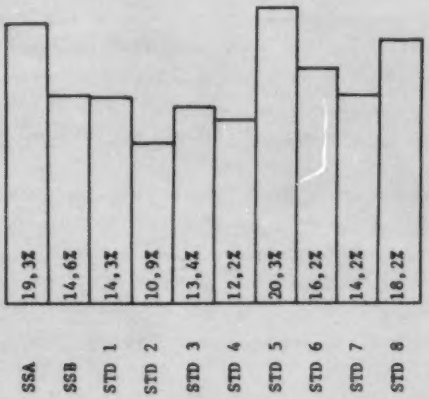
% Percentage of total enrolment.
Source: Table B.1 and B.2.

The increase in the repeater percentages between 1978 and 1979 is again very clear. A striking feature here, which is a marked difference from the primary phase, is the higher repeater percentages for the girls in comparison with those of the boys. According to Hetherington and Parke (1975, p. 447) this phenomenon may be explained by the type of upbringing of girls practised by parents and teachers. The passive and dependent behaviour that teachers and parents accept and encourage in girls may, in the long run, be detrimental for later academic success. Since intellectual achievement is negatively related to dependency, the girls' achievement levels decrease as they grow older and at secondary level the proportion of female underachievers may well exceed the proportion of male underchievers. Girls may have an advantage in the early standards but this advantage is short-lived.

4.4.2 The percentage repeaters among primary and secondary pupils, 1979

The largest concentration of repeaters in Kwazulu is demonstrated in Figure 4.1.

FIGURE 4.1 KWAZULU - PERCENTAGE REPEATERS AMONG PRIMARY AND SECONDARY PUPILS, 1979.



Source: Table B.2

It seems from Figure 4.1 that the percentage of pupil repetition is highest at the beginning and at the end of each school phase with the exception of the repeater percentage for the end of the lower primary phase (Standard 2) which was the lowest repeater percentage of all. This feature can also be noted from Table 4.4. The standards with relatively low repeater percentages are Standards 2, 4 and 7. It is significant to note that pupils in these classes are examined internally by teachers, while pupils in classes such as Standards 5 and 8 which have very high repeater percentages are examined externally by the Department of Education and Training of the Republic of South Africa. This seems to indicate that Kwazulu pupils are not adequately prepared by their teachers to meet the demands of the external examination set by this Department.

The repeater percentages for Substandard A, Standard 3 and Standard 6 are relatively high. These classes are the initial standards of the lower primary, higher primary and secondary phases respectively.

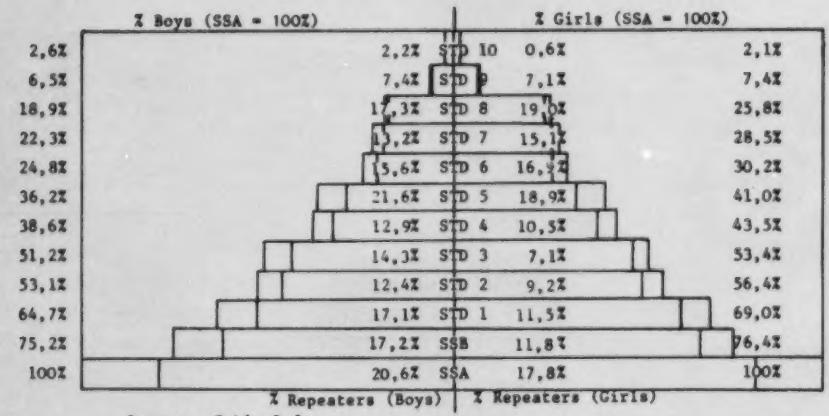
The relatively high percentages in these cases would seem to suggest that Kwazulu pupils are not adequately prepared in the lower school phases for admission to the higher phases. In the case of Substandard A difficulties in adjusting to formal school life might contribute substantially to the presence of many repeaters, especially as no pre-school education is provided in Kwazulu at present.

4.4.3 A pyramid representation of pupil enrolment and repeaters, 1979

The purpose of the pupil pyramid is similar to that of a population pyramid. It is a representation of the actual educational situation in a particular year (Verwey, 1979, p. 17). Unlike the cohort which represents the flow of one group of pupils through the various standards year after year, the pyramid contains data on pupils in different standards in one specific year (Verwey, 1979, p. 17).

In the pupil pyramid (Figure 4.2) Substandard A is taken as a base. The pupil enrolment in the subsequent standards is represented as a percentage of the pupils in Substandard A. On the left are the histogrammes which represent the boys, while the right side represents the girls. The repeaters present in every standard are also indicated on the pyramid as the end portions. The reduced pyramid therefore represents pupils who are in each standard for the first time.

FIGURE 4.2 KWAZULU - PUPIL PYRAMID OF FORMAL SCHOOL WITH REPEATERS, 1979



Source: Table B.2.

The pyramid itself represents formal education while the area outside the pyramid roughly represents pupils who have left school. These pupils have possibly been absorbed into the economy of the country and may never return to the formal school again. Since these pupils left school prematurely it is important that they should be enabled to improve their qualifications by means of non-formal education. The area outside the pyramid can therefore rightly be considered as an area of non-formal education.

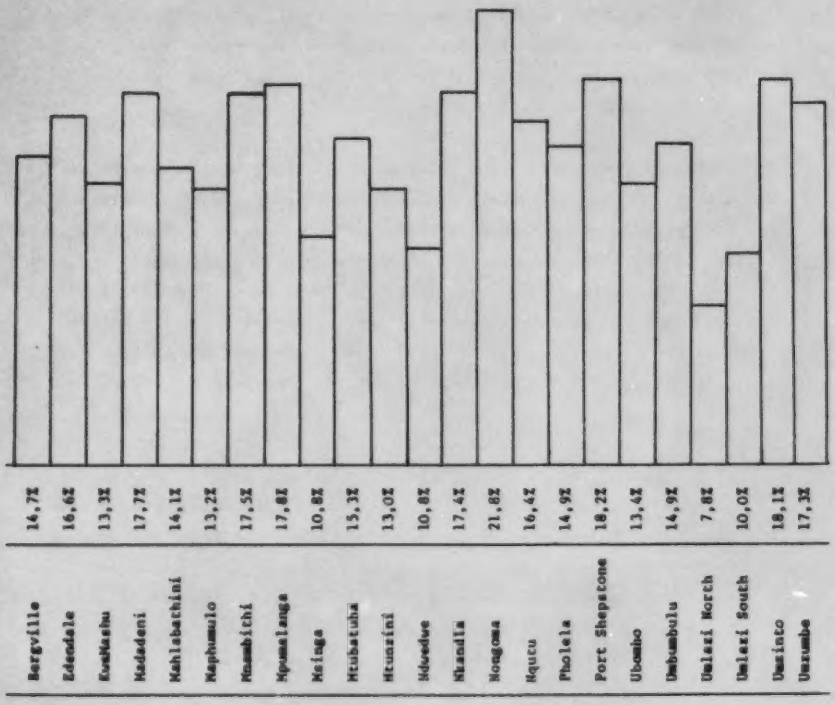
The large area outside the sharp point of the pyramid at Standard 10 should be interpreted with caution. In countries where population rejuvenation is prevalent as is the case in Kwazulu (Vervey, 1978, p. 9), the large area outside the sharp point can be largely attributed to the fact that there were more Substandard A pupils in 1979 than when the present Standard 10 pupils started schooling in 1967. Therefore, the vertical base line from Substandard A should be curved slightly inwards so that the area outside the pyramid is diminished accordingly.

If the two halves of the pyramid are compared, namely the portions representing boys and girls, an interesting phenomenon becomes apparent. The flattening on the boys' side takes place far more rapidly than on the girls' side. This is due to a more rapid decrease of the boys' enrolment in the primary classes and may be ascribed to two factors. Firstly far more boys repeat each class in the lower primary standards with the result that the boys who proceed to the next class are relatively fewer than the girls, and secondly it may be that the number of school leavers is much larger among the boys than among the girls, especially after Standard 3. From the pyramid can be seen that 38,6 per cent boys compared to 43,5 per cent girls, relative to the base standard, were in Standard 4 in 1979.

4.5 REPEATERS PER INSPECTORAL CIRCUIT

It can be observed from Figure 4.3 that the incidence of repeaters does not vary greatly from one inspectoral circuit to the next and the average percentage repeaters for the whole of Kwazulu is 15,2. The percentage per inspectoral circuit varies from 7,8 in the case of Umlazi North to 21,8 in the case of Nongoma.

FIGURE 4.3 KWAZULU - REPEATERS PER INSPECTORAL CIRCUIT, 1979



Source: Table B.2.

A comparison between repeaters of various inspectoral circuits as in Figure 4.3 should be interpreted with care. It does not necessarily follow that a high percentage of repeaters is an indication of low teaching standards in a particular circuit or that a low repeater percentage indicates teaching efficiency. The reasons for the incidence of differences can be obtained by conducting a separate study. Care should therefore be taken that a circuit

inspector is not held personally responsible for the high repeater percentage in his circuit. If the repeater percentage is lowered artificially by promoting all pupils, the standard and quality of education would suffer.

The foregoing discussion on repeaters in Kwazulu was based on statistics obtained from questionnaires that were sent out initially to all Kwazulu schools as explained in Chapter 1 of this study. What follows is a discussion based on the statistics that were obtained from questionnaires sent out to primary schools only. These questionnaires were in a way complementary to the first ones. Figures will consequently differ since not all schools responded to the second questionnaire. However, that is of little significance since the main object of the study was to link teacher qualification and experience with the repeater phenomenon.

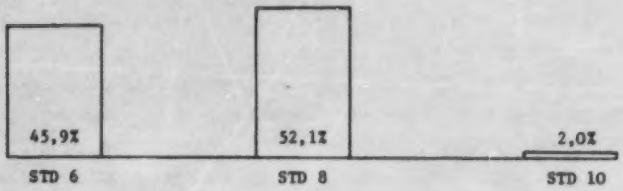
4.6 TEACHER QUALIFICATIONS AND THE INCIDENCE OF CLASS REPETITION IN LOWER PRIMARY SCHOOLS

4.6.1 The qualifications of teachers in lower primary schools in Kwazulu

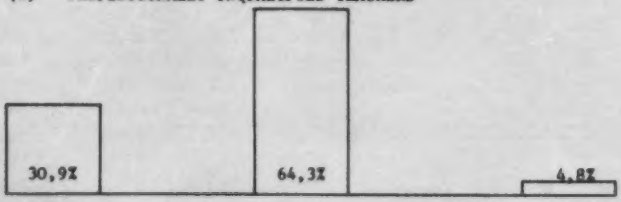
It is generally acknowledged that the educational level of teachers is an indicator of their ability to offer a quality service. Although other factors definitely have an influence, the preparation which a teacher receives should make a considerable difference in his effectiveness as a teacher. Because of the shortage of teachers in Kwazulu, extensive use of professionally unqualified teachers is prevalent. Figure 4.4 shows the percentages of lower primary teachers who possessed the academic qualifications of Standards 6,8 and 10. The data in Figure 4.4 represent the actual number of teachers involved in lower primary schools in Kwazulu. Data of teachers which are connected with the number of pupils they actually teach will be higher, since in most instances in Kwazulu primary school teachers are responsible for two or more classes - hence one teacher may be counted two or more times. Professionally qualified and unqualified teachers have been separated.

FIGURE 4.4 KWAZULU - ACADEMIC QUALIFICATIONS OF LOWER PRIMARY TEACHERS, 1979

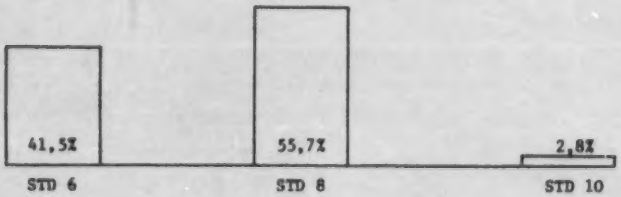
(1) PROFESSIONALLY QUALIFIED TEACHERS



(2) PROFESSIONALLY UNQUALIFIED TEACHERS



(3) ALL LOWER PRIMARY TEACHERS



Source: Tables C.1 and C.2.

From Figure 4.4 (1) it can be noted that 98 per cent of professionally qualified lower primary teachers possessed Standard 8 certificates or less in 1979. Of these teachers 45,9 per cent possessed Standard 6 certificates, while a slightly bigger number, 52,1 per cent, possessed Standard 8 certificates. Only a small portion, namely 2 per cent possessed Standard 10 certificates.

It can also be noted from Figure 4.4 (2) that 30,9 per cent of the professionally unqualified teachers possessed Standard 6 certificates, while the majority in this category possessed Standard 8 certificates. The percentage of 4,8 for professionally unqualified teachers who possessed Standard 10 certificates was higher than that of professionally qualified teachers.

In Figure 4.4 (3) it can be observed that 41,5 per cent of all primary teachers possessed Standard 6 certificates, while the majority (55,7 per cent) possessed Standard 8 certificates. Holders of Standard 10 certificates account for only 2,8 per cent of the lower primary teaching force.

4.6.2 The qualifications of lower primary teachers per standard taught

Since both professionally qualified and professionally unqualified teachers are employed in Kwazulu schools, it has been found convenient for this study to discuss these teachers separately.

(a) Professionally qualified teachers

There were 1 610 professionally qualified teachers who taught Substandard A. Of these the majority, namely 53,5 per cent had a Standard 6 qualification and they were followed by 45,0 per cent teachers who had a Standard 8 qualification. Only 1,5 per cent teachers possessed Standard 10 qualifications. Table 4.6 illustrates by means of percentages the academic qualifications of teachers in various lower primary classes.

TABLE 4.6 KWAZULU - ACADEMIC QUALIFICATIONS OF PROFESSIONALLY QUALIFIED LOWER PRIMARY TEACHERS ACCORDING TO STANDARD TAUGHT, 1979 (PERCENTAGES)

QUALIFICATIONS STANDARD TAUGHT	STD 6	STD 8	STD 10	TOTAL
SSA	53,5	45,0	1,5	100,0
SSB	49,3	46,4	4,3	100,0
STD 1	34,9	63,7	1,4	100,0
STD 2	40,4	58,3	1,2	100,0
TOTAL	45,6	52,3	2,1	100,0

Source: Table C.3.

As in the case of Substandard A, Substandard B pupils were taught by more teachers with Standard 6 qualifications than by teachers who possessed Standard 8 or Standard 10 qualifications. However, the Substandard B pupils were slightly more fortunate than the Substandard A pupils since they were taught by 4,3 per cent teachers who possessed Standard 10 qualifications as against 1,5 per cent who taught Substandard A.

Of the 1 118 teachers who taught Standard 1 the majority, namely 63,7 per cent possessed Standard 8 qualifications. The number

of teachers who possessed Standard 6 qualifications amounted to 34,9 per cent. Only 1,4 per cent of the teachers had a Standard 10 qualification.

The same trend can be observed for Standard 2. Of the 1 072 teachers for this class, 58,4 per cent possessed Standard 8 qualifications. A slight increase can be noticed in the number of teachers with a Standard 6 qualification who taught in this class.

Relatively little use was made of teachers who possessed a Standard 10 qualifications for this class as indicated by the 1,2 per cent in Table 4.6.

(b) Professionally unqualified teachers

The allocation of professionally unqualified teachers to various standards in the lower primary school phase differs in certain respects from the allocation of qualified teachers as shown in Table 4.7.

TABLE 4.7 KWAZULU - ACADEMIC QUALIFICATIONS OF PROFESSIONALLY UNQUALIFIED LOWER PRIMARY TEACHERS PER STANDARD TAUGHT, 1979 (PERCENTAGES)

QUALIFICATIONS STANDARD TAUGHT	STD 6	STD 8	STD 10	TOTAL
SSA	41,5	53,8	4,7	100,0
SSB	34,6	61,4	4,0	100,0
STD 1	31,7	63,2	5,1	100,0
STD 2	25,6	67,7	6 7	100,0
TOTAL	33,0	61,8	5,2	100,0

Source: Table C.3.

While more qualified teachers with a Standard 6 academic qualification were used for Substandard A and Substandard B,

Table 4.7 shows that in the case of unqualified teachers more use was made of teachers who possessed a Standard 8 qualification for these classes. It is also conspicuous that more teachers with a Standard 10 qualification were used for Substandard A than was the case with professionally qualified teachers. It is, of course, possible that a relatively small number of professionally qualified teachers with Standard 10 qualifications were employed in lower primary schools.

The use of more teachers with a Standard 8 qualification is again obvious in Standards 1 and 2, and the decline in the percentages of teachers who had Standard 6 qualifications is indicated by 31,2 per cent for Standard 1 and 25,6 per cent for Standard 2. It is also noticeable that while the percentages representing qualified teachers with Standard 10 in Table 4.6 declined from 4,3 in Substandard B to 1,2 in Standard 2, the percentages representing unqualified teachers with Standard 10 increased from 4,0 in Substandard B to 6,7 in Standard 2.

4.6.3 Classes in which teachers with specific academic qualifications were used

(a) Professionally qualified teachers

According to Table C.3 there were 2 318 professionally qualified teachers in Kwazulu who were teaching in the lower primary phase with a Standard 6 qualification. Table 4.8 shows that most of these teachers, namely 37,1 per cent were used in the Substandard A classes.

TABLE 4.8 KWAZULU - DISTRIBUTION PER STANDARD TAUGHT OF PROFESSIONALLY QUALIFIED LOWER PRIMARY TEACHERS ACCORDING TO ACADEMIC QUALIFICATIONS, 1979 (PERCENTAGES)

QUALIFICATIONS STANDARD TAUGHT	STD 6	STD 8	STD 10	TOTAL
SSA	37,1	27,2	22,9	31,7
SSB	27,4	22,5	20,5	25,3
STD 1	16,8	26,8	14,7	22,0
STD 2	18,7	23,5	11,9	21,0
TOTAL	100,0	100,0	100,0	100,0

Source: Table C.3

The second largest group of these lower qualified teachers was found in Substandard B as represented by 27,4 per cent. Standard 1 with 16,8 per cent had the smallest number followed by Standard 2 with 18,7 per cent. Most of the 2 659 teachers who had a Standard 8 qualification were used in Substandard A and Standard 1 classes as represented by 27,2 per cent and 26,8 per cent respectively. Substandard B and Standard 2 had 22,5 per cent and 23,5 per cent respectively.

Of the 109 teachers (professionally qualified) who possessed Standard 10 qualifications the majority, namely 50,5 per cent taught Substandard B. Substandard A, Standard 1, and Standard 2 were allocated 22,9, 14,7 and 11,9 per cent respectively.

(b) Professionally unqualified teachers

Of the 740 professionally unqualified teachers in possession of a Standard 6 qualification, 206 or 27,8 per cent and 203 or 27,5 per cent taught Substandard B and Standard 1 respectively. Table 4.9 shows the percentage allocation of professionally unqualified teachers to various lower primary classes.

TABLE 4.9 KWAZULU - DISTRIBUTION PER STANDARD TAUGHT OF PROFESSIONALLY UNQUALIFIED LOWER PRIMARY TEACHERS ACCORDING TO ACADEMIC QUALIFICATIONS, 1979 (PERCENTAGES)

QUALIFICATIONS STANDARD TAUGHT	STD 6	STD 8	STD 10	TOTAL
SSA	26,2	18,2	19,1	20,9
SSB	27,8	26,4	20,9	26,6
STD 1	27,5	29,2	28,7	28,6
STD 2	18,5	26,2	31,3	23,9
TOTAL	100,0	100,0	100,0	100,0

Source: Table C.3.

There were 1386 unqualified teachers who possessed a Standard 8 qualification. The largest number of these teachers, namely

29,2 per cent taught Standard 1 classes. Substandard B and Standard 2 had a relatively large percentage of these teachers as represented by 26,4 and 26,2 per cent respectively. The smallest number (18,2 per cent) was found in Substandard A.

Of the professionally unqualified teachers who possessed a Standard 10 qualification, the majority, namely 31,3 per cent taught Standard 2. The smallest number of these teachers, namely 19,1 per cent, taught Substandard A, while Substandard B and Standard 1 were taught by 20,9 per cent and 28,7 per cent of these teachers respectively.

4.6.4 The qualifications of lower primary teachers according to inspectoral circuit

(a) Professionally qualified teachers

Table 4.10 illustrates the position regarding the qualifications of professionally qualified lower primary teachers in all Kwazulu inspectoral circuits.

Of the 23 inspectoral circuits in Kwazulu, Mtunzini was in the best position regarding the qualifications of teachers. Of the 310 professionally qualified lower primary teachers, about 69,0 per cent possessed a Standard 8 qualification and only 30,6 per cent had Standard 6 qualifications, the least of all circuits.

TABLE 4.10 KWAZULU - ACADEMIC QUALIFICATIONS OF PROFESSIONALLY QUALIFIED LOWER PRIMARY TEACHERS ACCORDING TO INSPECTORAL CIRCUIT, 1979 (PERCENTAGES)

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	40,4	59,1	0,5	100,0
Edendale	49,5	46,3	4,2	100,0
KwaMashu	43,9	55,0	1,1	100,0
Madadeni	42,9	57,1	-	100,0
Mahlabathini	61,9	38,1	-	100,0
Maphumulo	36,4	63,0	0,6	100,0
Mnambithi	33,8	65,0	1,2	100,0
Mpumalanga	43,5	56,1	0,4	100,0
Msinga	48,5	50,3	1,2	100,0
Mtubatuba	39,5	59,2	1,3	100,0
Mtunzini	30,6	69,0	0,4	100,0
Ndwedwe	52,2	46,8	1,0	100,0
Nkandla	60,0	40,0	-	100,0
Nongoma	38,8	61,2	-	100,0
Nqutu	49,8	50,2	-	100,0
Pholela	46,8	53,2	-	100,0
Port Shepstone	48,4	50,6	1,0	100,0
Ubombo	52,9	46,0	1,1	100,0
Usbumbulu	51,1	43,0	5,9	100,0
Umlazi North	47,8	41,2	11,0	100,0
Umlazi South	50,3	39,9	9,8	100,0
Umzinto	45,2	48,7	6,1	100,0
Umzumbe	53,6	41,2	5,2	100,0
TOTAL	45,6	52,3	21,1	100,0

Source: Table C.4.

Mnambithi with 65 0 per cent professionally qualified teachers with Standard 8 qualifications was in the second best position followed closely by Maphumulo with 63,0 per cent and Nongoma with 61,2 per cent.

Umlazi South had the fewest professionally qualified teachers with Standard 8 qualifications. About 50,3 per cent of the 153 professionally qualified lower primary teachers in this circuit had Standard 6 qualifications. However, with 9,8 per cent of the teachers in possession of Standard 10 qualifications Umlazi South came second after Umlazi North which had 11,0 per cent professionally qualified teachers who possessed Standard 10 qualifications.

Mahlabatnini inspectoral circuit had the highest percentage, namely 61,9 per cent professionally qualified lower primary teachers in possession of Standard 6 qualifications. Following closely in this regard was Nkandla with 60,0 per cent teachers in possession of a Standard 6 qualification. Umlazi North circuit with 11,0 per cent lower primary teachers in possession of Standard 10 qualifications, as indicated above, had the highest percentage and was followed by Umlazi South with 9,8 per cent. Inspectoral circuits which had no professionally qualified teachers with Standard 10 qualifications in the lower primary phase were Madadeni, Mahlabathini, Nkandla, Nongoma, Nqutu and Pholela.

(b) Professionally unqualified teachers

The pattern regarding the distribution of professionally unqualified teachers in Kwazulu inspectoral circuits is slightly different from that of professionally qualified teachers as shown in Table 4.11.

TABLE 4.11 KWAZULU - ACADEMIC QUALIFICATIONS OF PROFESSIONALLY UNQUALIFIED LOWER PRIMARY TEACHERS PER INSPECTORAL CIRCUIT, 1979 (PERCENTAGES)

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	49,1	50,9	-	100,0
Edendale	14,3	85,7	-	100,0
KwaMashu	10,0	90,0	-	100,0
Madadeni	12,5	87,5	-	100,0
Mahlabathini	32,5	57,1	10,4	100,0
Maphumulo	23,3	58,1	18,6	100,0
Mnambithi	22,6	73,6	3,8	100,0
Mpumalanga	2,9	94,3	2,8	100,0
Msinga	36,6	59,2	4,2	100,0
Mtubatuba	45,3	54,7	-	100,0
Mtunzini	9,8	86,6	3,6	100,0
Ndwedwe	39,1	58,7	2,2	100,0
Nkandla	33,6	66,4	-	100,0
Nongoma	21,4	65,5	13,1	100,0
Nqutu	36,9	57,1	6,0	100,0
Pholela	46,6	53,4	-	100,0
Port Shepstone	13,0	74,0	13,0	100,0
Ubombo	39,9	58,1	2,0	100,0
Umbumbulu	60,6	38,0	1,4	100,0
Umlazi North	-	-	-	-
Umlazi South	-	-	-	-
Umzinto	12,6	73,7	13,7	100,0
Umzumbe	46,4	51,5	2,1	100,0
TOTAL	33,0	61,8	5,2	100,0

Source: Table C.5.

It is quite conspicuous from Table 4.11 that the largest number of professionally unqualified teachers possessed Standard 8 qualifications. Umbumbulu inspectoral circuit was an exception in this regard as the fewest teachers there had Standard 8 qualifications while most had Standard 6 qualifications, represented by 38,0 per cent and 60,6 per cent respectively.

The circuit Mpumalanga with 94,3 per cent of its professionally unqualified teachers in possession of Standard 8 qualifications had the highest number of all Kwazulu inspectoral circuits and the lowest (2,9 per cent) for the teachers who had only Standard 6 qualifications. KwaMashu with 90,0 per cent, and Madadeni with 87,5 per cent professionally unqualified teachers in possession of Standard 8 qualifications also ranked high.

A comparison of Table 4.10 with Table 4.11 regarding teachers in possession of Standard 10 qualifications reveals that most inspectoral circuits had more professionally unqualified teachers with Standard 10 qualifications than professionally qualified teachers with the same academic qualification. Maphumulo had 18,6 per cent unqualified teachers in possession of Standard 10 qualifications, while only 0,6 per cent professionally qualified teachers were holding the same academic qualification. In Umzinto inspectoral circuit 6,1 per cent professionally qualified lower primary teachers were in possession of Standard 10 academic qualifications, but 13,7 per cent unqualified teachers with the same academic qualification were teaching in the lower primary phase.

Bergville, Edendale, KwaMashu, Madadeni, Mtubatuba, Nkandla and Pholela had no unqualified teachers with Standard 10 qualifications. Umlazi North and Umlazi South inspectoral circuits ha' no professionally unqualified teachers.

4.6.5 The academic qualifications of professionally qualified lower primary teachers per age

In this section the discussion of the academic qualifications of lower primary teachers per age has been limited to professionally qualified teachers only. It was felt that it would be of little significance to involve unqualified teachers in this analysis, since it is the policy of the Kwazulu Department of Education to replace unqualified teachers with qualified ones as soon as they become available. The presence of unqualified teachers is therefore only temporary in the Kwazulu educational system.

Table 4.12 shows the percentage qualifications according to age of the lower primary teachers in Kwazulu.

TABLE 4.12 KWAZULU - ACADEMIC QUALIFICATIONS OF PROFESSIONALLY QUALIFIED LOWER PRIMARY TEACHERS ACCORDING TO AGE, 1979

QUALIFICATIONS / AGE	STD 6	STD 8	STD 10	TOTAL
20-24	-	25,7	7,0	13,5
25-29	3,8	31,1	16,3	18,2
30-34	16,5	16,6	17,4	16,6
35-39	22,2	7,8	14,0	14,5
40-44	22,0	6,8	26,7	14,2
45-49	18,5	6,8	14,0	12,3
50-54	9,0	3,0	4,6	5,8
55-59	6,0	1,5	-	3,6
60-64	1,9	0,7	-	1,2
65+	0,1	-	-	0,1
TOTAL	100,0	100,0	100,0	100,0

Source: Table C.6

Of the professionally qualified teachers in possession of a Standard 6 qualification, the largest number (22,2 per cent) was in the age group 35 to 39. Up to 1974 Kwazulu provided teacher training for holders of Standard 6 certificates. After this date, however, this type of teacher training was discontinued with the result that there are no teachers in the age group 20 to 24 who possess a Standard 6 academic qualification.

The second largest group of professionally qualified teachers with this academic qualification was found in the 40 to 44 age group represented by 22,0 per cent. The third largest group (18,5 per cent) was in the 45 to 49 age group. Above the age of 49 the number of the lower primary teachers with Standard 6 qualifications decreased rapidly throughout for each higher age group, terminating with only 0,1 per cent for the group above the age of 64.

According to Table C.6 there were 2 255 lower primary qualified teachers who possessed Standard 8 qualifications. Of this group

the largest number, represented by 31,1 per cent was in the 25 to 29 age group. The second largest group with this qualification represented by 25,7 per cent was in the 20 to 24 age group and the smallest number (0,7 per cent) was in the 60 to 64 age group. There were no lower primary teachers above the age of 64 who had Standard 8 qualifications.

Of the 86 holders of Standard 10 qualifications 23 or 26,7 per cent were in the 40 to 44 age group. This group was the largest. The age group which came second was the 30 to 34 age group represented by 17,4 per cent. The age group 25 to 29 years had 17,4 per cent and came third. The smallest number of teachers with Standard 10 qualifications was found in the 50 to 54 age group represented by 4,6 per cent.

It is worthy to note that the presence of a large number of lowly qualified young teachers in the Kwazulu educational system implies that they will remain in the system for a longer period than the teachers in higher age groups. For example, if the present teachers with a Standard 6 qualification in the 30 to 34 age group do not improve their academic qualifications, they might remain in the system with this low qualification for at least 31 to 35 years - that is to say up to the year 2015. Teachers with a Standard 8 qualification in the 25 to 29 age group could remain in the system for al least 30 to 40 years - that is up to the year 2020.

4.6.6 The teaching experience of lower primary teachers

Experience is highly valued in most types of human activity, including teaching.

It is a generally held belief that besides academic qualifications, the accumulated experience a teacher possesses makes him a better teacher. Thus the salaries of teachers are sometimes graded according to experience - the more the experience, the higher the salary.

Table 4.13 shows the percentages of lower primary teachers according to teaching experience. Professionally qualified and unqualified

teachers have been grouped together in this table.

TABLE 4.13 KWAZULU - LOWER PRIMARY TEACHERS ACCORDING TO EXPERIENCE, 1979

EXPERIENCE IN YEARS	PERCENTAGE
0-4	31,0
5-9	20,6
10-14	18,2
15+	30,2
TOTAL	100,0

Source: Table C.7.

From this table it can be observed that the largest group of Kwazulu lower primary teachers, that is 31,0 per cent of the total, has teaching experience ranging from 0 to 4 years. Following closely with 30,2 per cent is the group with experience ranging from 15 years and more.

Teachers with experience between 10 and 14 years were the smallest in number and are represented by 18,2 per cent.

4.7 THE CONNECTION BETWEEN THE PHENOMENON OF PUPIL REPETITION AND TEACHER QUALIFICATIONS IN THE LOWER PRIMARY SCHOOLS

4.7.1 Pupils in the classes of teachers with specific qualifications

(a) Professionally qualified teachers

Over a quarter of a million pupils were enrolled in lower primary schools in Kwazulu at the time of the survey for this study (see Table C.8). Of this number, 321 785 pupils or 98,2 per cent were taught by teachers who did not possess a Standard 10 qualifi-

cation. About 155 321 pupils or 47,4 per cent were taught by teachers who had a Standard 6 qualification only.

Table 4.14 shows the percentages of lower primary pupils taught by teachers with various qualifications in Kwazulu.

TABLE 4.14 KWAZULU - PERCENTAGE PUPILS TAUGHT BY PROFESSIONALLY QUALIFIED TEACHERS WITH VARIOUS ACADEMIC QUALIFICATIONS, 1979.

QUALIFICATIONS % PUPILS TAUGHT	STD 6	STD 8	STD 10	TOTAL
SSA	52,1	45,0	2,9	100,0
SSB	51,0	47,7	1,3	100,0
STD 1	42,5	56,2	1,3	100,0
STD 2	40,0	58,7	1,3	100,0
TOTAL	47,4	50,8	1,8	100,0

Source: Table C.8.

Of the 110 439 Substandard A pupils the majority, represented by 52,1 per cent were taught by teachers who had a Standard 6 qualification. About 45,0 per cent of these pupils were in the hands of teachers with a Standard 8 qualification, while only 2,9 per cent were taught by teachers with Standard 10 qualifications. In Substandard B the largest portion of the 82 381 pupils, namely 51,0 per cent was in the hands of teachers who possessed a Standard 6 qualification. About 47 per cent of these pupils were taught by teachers with Standard 8 qualifications, while only 1,3 per cent were taught by teachers with Standard 10 qualifications.

However, this trend appears to change in Standards 1 and 2. In these classes 56,2 per cent and 58,7 per cent pupils in Standard 1 and Standard 2 respectively were taught by teachers with Standard 8 qualifications. Fewer pupils (42,5 per cent and

40,0 per cent in Standards 1 and 2 respectively) were taught by teachers with a Standard 6 qualification. Very few pupils as represented by 1,3 per cent for each class were taught by teachers who had Standard 10 qualifications.

(b) Professionally unqualified teachers

Professionally unqualified teachers taught 122 885 pupils enrolled in the lower primary schools in Kwazulu. The largest number of these pupils, that is 77 737 or 63,0 per cent were taught by teachers with a Standard 8 qualification. Table 4.15 shows the percentages of lower primary pupils who were taught by teachers with various academic qualifications.

TABLE 4.15 KWAZULU - PERCENTAGE PUPILS TAUGHT BY PROFESSIONALLY UNQUALIFIED TEACHERS WITH VARIOUS ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS % PUPILS TAUGHT	STD 6	STD 8	STD 10	TOTAL
SSA	34,6	61,1	4,3	100,0
SSB	33,9	61,7	4,4	100,0
STD 1	30,6	63,8	5,6	100,0
STD 2	28,4	66,2	5,4	100,0
TOTAL	32,2	63,0	4,8	100,0

Source: Table C.9.

Of the 30 760 Substandard A pupils the majority namely 61,1 per cent, were taught by teachers with a Standard 8 qualification, while only 34,6 and 4,3 per cent respectively were taught by teachers who had Standard 6 and 10 academic qualifications. This distribution of pupils differs markedly from that found in Table 4.14 for pupils taught by qualified teachers where more pupils in Substandard A were taught by teachers with a Standard 6 qualification.

This tendency to allocate more pupils to teachers with a Standard 8 qualification is again obvious in Substandard B, Standard 1 and Standard 2, where 61,7. 63,8 and 66,2 per cent pupils respectively were found in the classes of teachers with this qualification.

Another conspicuous feature is the increased number of pupils taught by teachers with a Standard 10 qualification represented in the case of Substandard A by 4,3 per cent and by 4,4, 5,6 and 5,4 per cent respectively in Substandard B, Standard 1 and Standard 2.

4.7.2 The allocation of lower primary pupils to teachers possessing specific academic qualifications

(a) Professionally qualified teachers

Of the 155 321 lower primary pupils who were taught by teachers with a Standard 6 qualification, 37,1 per cent were in Substandard A, 27,1 per cent in Substandard B and 19,5 and 16,3 per cent in Standards 1 and 2 respectively. The position regarding the percentage allocation of pupils in various classes to teachers with specific academic qualification is shown in Table 4.16.

TABLE 4.16 KWAZULU - PERCENTAGES OF PUPILS PER STANDARD TAUGHT BY PROFESSIONALLY QUALIFIED TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS % PUPILS TAUGHT	STD 6	STD 8	STD 10	TOTAL
SSA	37,1	29,8	53,1	33,7
SSB	27,1	23,6	17,7	25,1
STD 1	19,5	24,2	15,1	21,8
STD 2	16,3	22,4	14,1	19,4
TOTAL	100,0	100,0	100,0	100,0

Source: Table C.8.

Of the 166 464 pupils who were taught by teachers with Standard 8 qualifications the largest number, namely 29,8 per cent were in Substandard A. The second largest group of pupils represented by 24,2 per cent were in Standard 1. About 23,6 per cent and 22,4 per cent pupils were in Substandard B and Standard 2 respectively.

Regarding the 6 046 pupils who were taught by teachers with Standard 10 qualifications, the majority, that is 53,1 per cent were in Substandard A. The percentages of pupils as shown in the table decreased from 17,7 in Substandard B to 14,1 in Standard 2.

(b) Professionally unqualified teachers

Regarding the 39 514 pupils who were taught by professionally unqualified teachers with Standard 6 academic qualifications, 30,6 per cent or 12 101 were in Substandard B. The rest were distributed as follows: 26,9 per cent were in Substandard A, 26,1 per cent in Standard 1 and 16,4 per cent in Standard 2. Table 4.17 shows the distribution of the pupils in all the lower primary classes.

TABLE 4.17 KWAZULU - PERCENTAGES OF PUPILS PER STANDARD TAUGHT BY PROFESSIONALLY UNQUALIFIED TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS % PUPILS TAUGHT	STD 6	STD 8	STD 10	TOTAL
SSA	26,9	24,3	21,9	25,0
SSB	30,6	28,5	26,5	29,1
STD 1	26,1	27,7	31,3	27,3
STD 2	16,4	19,5	20,3	18,6
TOTAL	100,0	100,0	100,0	100,0

Source: Table C.9.

It can be observed from the table that the majority of the 77 373 pupils taught by teachers with Standard 8 qualifications were in Substandard B. These pupils accounted for 28,5 per cent of all the pupils. About 27,7 per cent or 21 403 pupils were in Standard 1 while 24,3 and 19,5 per cent were in Substandard A and Standard 2 respectively.

Of the 5 998 pupils who were taught by teachers with Standard 10 qualifications, the majority (31,3 per cent) was found in Standard 1. Substandard A, Substandard B and Standard 2 had 21,9, 26,5 and 20,3 per cent respectively.

From the foregoing analysis of pupils in the classes of teachers with specific academic qualifications it seems that the general tendency was to use professionally qualified teachers with low academic qualifications for lower classes of the lower primary phase and to use unqualified teachers with higher academic qualifications for higher classes of the lower primary phase.

It also seems that the largest number of unqualified teachers in lower primary schools in Kwazulu possessed Standard 8 qualifications.

4.7.3 Repeaters according to standard in the classes of teachers with specific qualifications

(a) Professionally qualified teachers

Taking all lower primary teachers into account the largest percentages of repeaters were found in the classes taught by teachers who possessed Standard 10 qualifications. Table 4.18 gives a more detailed exposition of the situation.

TABLE 4.18 KWAZULU - PERCENTAGE REPEATERS PER STANDARD IN THE CLASSES OF PROFESSIONALLY QUALIFIED TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS % REPEATERS	STD 6	STD 8	STD 10	TOTAL
SSA	19,5	19,5	20,2	19,5
SSB	13,7	14,5	11,7	14,0
STD 1	11,7	13,3	23,0	12,7
STD 2	10,2	11,1	12,8	10,7
TOTAL	14,9	14,9	18,0	15,0

Source: Table C.8.

Of the repeaters in the classes taught by teachers with Standard 6 qualifications the largest number, represented by 19,5 per cent was found in Substandard A. The percentage of repeaters in the higher classes decreased with each successive standard from 13,7 per cent in Substandard B to 11,7 and 10,2 per cent in Standards 1 and 2 respectively.

A high percentage of repeaters namely 19,5 was again found in Substandard A among pupils who were taught by teachers who possessed Standard 8 qualifications. Again the tendency for the repeater percentage to decrease with each successive higher standard is obvious from the table.

The repeater percentage for teachers who possessed Standard 10 qualifications were highest. The highest repeater percentage occurred in Standard 1 where about 23,0 per cent pupils were repeaters.

Generally the repeater percentage was found to be high for Substandard A for all teachers with various qualifications. An anomalous situation, whereby better qualified teachers seemed to have more repeaters than those with lower qualifications is also revealed in this table. This unusual phenomenon also occurred in a similar study conducted on Ciskei pupils

(see Verwey, 1979, p. 33). In Table 4.18 the percentages of repeaters in the classes of teachers with Standard 6 qualifications were at no point higher than those of the classes in which teachers with Standard 8 qualifications taught. The totals show that teachers with Standard 6 and Standard 8 qualifications each had 14,9 per cent repeaters, while teachers with Standard 10 qualifications had 18,0 per cent repeaters. A possible reason for this unusual phenomenon is that teachers with Standard 6 qualifications are usually older and more experienced than their more learned colleagues.

(b) Professionally unqualified teachers

The position regarding the repeater percentages of pupils taught by unqualified teachers resembles that of the professionally qualified teachers in certain respects but there are some slight differences as well. Table 4.19 illustrates the position by means of percentages.

TABLE 4.19 KWAZULU - PERCENTAGE REPEATERS PER STANDARD IN THE CLASSES OF PROFESSIONALLY UNQUALIFIED TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS % REPEATERS	STD 6	STD 8	STD 10	TOTAL
SSA	21,8	21,0	31,7	21,7
SSB	15,2	14,1	18,0	14,6
STD 1	13,5	13,7	19,1	14,1
STD 2	10,4	12,0	15,8	11,8
TOTAL	15,8	15,3	20,8	15,7

Source: Table C.9.

Table 4.19 resembles Table 4.18 regarding the higher percentages of repeaters for pupils who were taught by teachers possessing Standard 10 qualifications. Again the repeater percentages for Substandard A classes were highest, especially

for pupils who were taught by teachers possessing Standard 10 qualifications. The decline in the repeater percentage in successive higher classes is again noticeable in the column for repeaters in the classes of teachers who possessed Standard 6 qualifications. In Substandard A the repeater percentage was as high as 21,8 per cent but declined to 10,4 per cent in Standard 2. The same pattern obtained in the classes of teachers with Standard 8 qualifications. In Substandard A the repeater percentage was 21,0 per cent, in Substandard B it was 14,1 per cent and 13,7 and 12,0 in Standards 1 and 2 respectively.

A closer look at the repeater percentages for pupils taught by teachers with Standard 6 and Standard 8 qualifications reveals that teachers with Standard 8 qualifications fared better in Substandards A and B than those with Standard 6 qualifications. The position changed in Standard 1 and 2 when teachers with Standard 8 qualifications had 13,7 and 12,0 per cent repeaters respectively against 13,5 and 12,0 per cent repeaters respectively for teachers with Standard 6 qualifications. However, the change was slight, as the total repeater percentages were 15,7 for teachers with Standard 6 qualifications and 15,2 per cent for those with Standard 8 qualifications.

Repeaters percentages of pupils taught by teachers with Standard 10 qualifications were highest and did not show a regular pattern. In Substandard A the repeater percentage was 31,7 and in Substandard B it was 18,0 per cent. It rose in Standard 1 to 19,1 per cent but dropped to 15,8 per cent in Standard 2.

Taking all lower primary teachers into account, the repeater percentages for teachers who were professionally unqualified was found to be higher than the repeater percentages for professionally qualified teachers. It would thus seem that professional training received by qualified teachers gave them an advantage over their untrained colleagues. It would also seem that the academic qualifications of professionally qualified

teachers in the lower primary standards were not always the cause of the higher percentages of pupils who repeated classes. In general the repeater percentages for lower primary pupils in Kwazulu was found to be quite high.

4.7.4 Pupils per inspectoral circuit in the classes of teachers with specific qualifications.

(a) Professionally qualified teachers

Of all 23 inspectoral circuits in Kwazulu, the pupils in the Mtubatuba inspectoral circuit were best off in that 61,5 per cent were taught by teachers in possession of Standard 8 and higher qualifications. Umzumbe inspectoral circuit was worst off with only 33,9 per cent of the pupils taught by teachers with Standard 8 and higher qualifications and the largest number of the pupils, 66,1 per cent, taught by teachers with Standard 6 qualifications. Mahlabathini was also at a relative disadvantage since only 36,3 per cent of the lower primary pupils in the circuit were taught by teachers with Standard 8 qualifications. The largest number, namely 63,7 per cent were taught by teachers with Standard 6 qualifications. Table 4.20 shows the position in all the circuits in Kwazulu.

TABLE 4.20 KWAZULU - PERCENTAGE PUPILS PER INSPECTORAL CIRCUIT TAUGHT BY PROFESSIONALLY QUALIFIED LOWER PRIMARY TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	43,7	55,8	0,5	100,0
Edendale	53,7	42,3	4,0	100,0
KwaMashu	45,9	53,3	0,8	100,0
Madadeni	46,8	53,2	-	100,0
Mahlabathini	63,7	36,3	-	100,0
Maphumulo	43,9	55,7	0,4	100,0
Mnambithi	40,6	56,3	3,1	100,0
Mpumalanga	41,1	58,7	0,2	100,0
Msinga	49,1	50,3	0,6	100,0
Mtubatuba	38,5	60,6	0,9	100,0
Mtunzini	43,4	56,2	0,4	100,0
Ndwedwe	51,4	47,9	0,7	100,0
Nkandla	54,2	45,8	-	100,0
Nongoma	41,6	58,4	-	100,0
Nqutu	56,3	43,7	-	100,0
Pholela	41,9	58,1	-	100,0
Port Shepstone	50,7	49,0	0,3	100,0
Ubombo	46,0	53,0	1,0	100,0
Umbumbulu	47,0	47,8	5,2	100,0
Umlazi North	44,8	48,1	7,1	100,0
Umlazi South	47,1	44,5	8,4	100,0
Umzinto	41,1	52,5	6,4	100,0
Umzumbe	66,1	30,0	3,9	100,0
TOTAL	47,4	50,8	1,8	100,0

Source: Table C.10.

Umlazi South and Umlazi North inspectoral circuits with 8,4 per cent and 7,1 per cent respectively of the pupils in the circuits taught by teachers with Standard 10 qualifications were the most fortunate of all circuits. Circuits which had no pupils taught by teachers with Standard 10 qualifications were Madadeni, Mahlabathini, Nkandla, Nongoma, Nqutu and Pholela.

(b) Professionally unqualified teachers

With 97,7 per cent pupils out of an enrolment of 2 321 pupils taught by teachers with Standard 8 and higher qualifications Mpumalanga circuit was best off. This circuit had only 2,3 per cent pupils that were taught by teachers with Standard 6 qualifications. The pupils of Umlazi North and Umlazi South inspectoral circuits were most fortunate in that not a single one of them was taught by an unqualified teacher. Table 4.21 shows the position in detail.

TABLE 4.21 KWAZULU - PERCENTAGE PUPILS PER INSPECTORAL CIRCUIT TAUGHT BY PROFESSIONALLY UNQUALIFIED LOWER PRIMARY TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	40,0	60,0	-	100,0
Edendale	12,9	87,1	-	100,0
KwaMashu	8,5	91,5	-	100,0
Madadeni	14,8	85,2	-	100,0
Mahlabathini	38,6	52,3	9,1	100,0
Maphumulo	14,8	62,4	22,8	100,0
Mnambithi	7,8	88,5	3,7	100,0
Mpumalanga	2,3	95,6	2,1	100,0
Msinga	33,5	63,1	3,4	100,0
Mtubatuba	43,2	56,8	-	100,0
Mtunzini	5,6	91,2	3,2	100,0
Ndwedwe	29,4	68,8	1,8	100,0
Nkandla	30,5	69,5	-	100,0
Nongoma	22,9	62,8	14,3	100,0
Nqutu	44,5	50,8	4,7	100,0
Pholela	54,5	45,5	-	100,0
Port Shepstone	7,9	78,6	13,5	100,0
Ubombo	40,8	56,9	2,3	100,0
Umbumbulu	54,7	44,0	1,3	100,0
Umlazi North	-	-	-	-
Umlazi South	-	-	-	-
Umzinto	13,2	73,0	13,8	100,0
Umzumbe	49,3	49,0	1,7	100,0
TOTAL	32,2	63,0	4,8	100,0

Source: Table C.11.

In almost all circuits except a few such as Pholela and Umbumbulu, most of the pupils were taught by teachers with Standard 8 and higher qualifications. Mtunzini, Mnambithi, Madadeni and Edendale with 91,2, 88,5, 85,2 and 87,1 per cent pupils respectively taught by teachers with Standard 8 qualifications were among the highest. Maphumulo with 89,2 per cent pupils taught by teachers with Standard 8 and higher qualifications was also in a good position.

4.7.5 Repeaters per inspectoral circuit in the classes of teachers with specific qualifications

(a) Professionally qualified teachers

It can be observed from Table 4.22 that Nongoma inspectoral circuit with a total of 20,3 per cent repeaters had the highest repeater percentage of all circuits. The high repeater percentage can be traced to the large number of repeaters (22,3 per cent) in the classes taught by teachers with Standard 6 qualifications.

Other circuits with relatively high repeater percentages were Nkandla with 19,1 per cent, Umzinto with 17,7 per cent and Mtubatuba with 17,1 per cent. The phenomenon observed in Table 4.18 where lower qualified teachers tended to have fewer repeaters is again apparent in Table 4.22. Circuits which show this phenomenon markedly include Bergville where teachers with Standard 6 qualifications had 9,4 per cent repeaters, while those with Standard 8 qualifications had 19,7 per cent repeaters, Madadeni with 12,5 per cent repeaters for teachers with Standard 6 qualifications and 19,2 per cent for teachers with Standard 8 qualifications, Mnambithi with 13,4 per cent repeaters for teachers with Standard 6 qualifications and 18,1 per cent for teachers with Standard 8 qualifications.

TABLE 4.22 KWAZULU - PERCENTAGE REPEATERS PER INSPECTORAL CIRCUIT IN THE CLASSES OF PROFESSIONALLY QUALIFIED LOWER PRIMARY TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	9,4	19,7	20,3	15,2
Edendale	15,3	16,4	15,6	15,8
KwaMashu	11,5	11,1	12,8	11,3
Madadeni	12,5	19,2	-	16,0
Mahlabathini	13,5	17,1	-	15,8
Maphumulo	14,6	13,6	20,0	14,1
Mnambithi	13,4	18,1	12,3	16,1
Mpumalanga	16,8	13,1	12,2	14,6
Msinga	9,8	11,1	20,3	10,5
Mtubatuba	19,1	15,5	36,3	17,1
Mtunzini	17,3	11,2	6,1	11,7
Ndwedwe	11,7	11,1	22,1	11,4
Nkandla	17,4	21,1	-	19,1
Nongoma	22,3	19,0	-	20,3
Nqutu	15,5	16,3	-	15,9
Pholela	17,7	13,2	-	15,1
Port Shepstone	17,7	14,1	21,7	16,0
Ubombo	14,8	11,9	8,6	13,2
Umbumbulu	16,0	15,6	22,1	16,2
Umlazi North	11,2	10,3	8,9	10,6
Umlazi South	7,9	8,1	14,7	8,6
Umzinto	18,3	16,7	21,1	17,7
Umzumbe	15,5	17,9	28,8	16,7
TOTAL	14,9	14,9	18,0	15,0

Source: Table C.10.

However, there were circuits where this phenomenon did not occur. An example is Mtubatuba where the repeater percentage for teachers with Standard 6 qualifications was 19,1 per cent, but 15,5 per cent for teachers with Standard 8 qualifications. Mtunzini, Nongoma, Pholela, Port Shepstone and Ubombo were among the circuits which did not show this phenomenon. It is also worthy to note that as in Table 4.18 the total percentage of repeaters in Table 4.22 was the same for teachers with Standard 6 qualifications and those who had Standard 8 qualifications.

The repeater percentages for teachers with Standard 10 qualifications should be interpreted with caution, since in some circuits such as Bergville, Maphumulo, Mtunzini and Ubombo only one teacher for each circuit was involved in teaching lower primary pupils (see Table C.4). The repeater percentages for these circuits therefore reflect the work of one teacher only and generalizations about their performances as reflected in the repeater percentages should rather be avoided.

According to Table C.4 circuits which had more than ten teachers with Standard 10 qualifications include Edendale, Umbumbulu, Umlazi North, Umlazi South, Umzinto and Umzumbe. With the exception of Umlazi North which had 8,9 per cent repeaters for teachers with Standard 10 qualifications, the other circuits, such as Umzumbe with 28,8 per cent, Umbumbulu with 22,1 per cent, Umzinto with 21,1 per cent and Umlazi South with 14,7 per cent had fairly high repeater percentages. Mtubatuba had the highest repeater percentage of 36,3 for teachers with Standard 10 qualifications, but only four teachers were involved as shows in Table C.4.

In general the repeater percentages for teachers with Standard 10 qualifications appeared to be relatively high.

This again confirms the conclusions arrived at from the analysis of Table 4.18. Verwey (1979, p. 36) also found this

phenomenon in a study involving Ciskei pupils and teachers.

(b) Professionally unqualified teachers

Among the professionally unqualified teachers the circuit which had the highest repeater percentage was Pholela with a total of 21,9 per cent as shown in Table 4.23. Nongoma inspectoral circuit follows very closely with 21,8 per cent.

TABLE 4.23 KWAZULU - PERCENTAGE REPEATERS PER INSPECTORAL CIRCUIT IN THE CLASSES OF PROFESSIONALLY UNQUALIFIED LOWER PRIMARY TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	12,8	8,2	-	10,1
Edendale	21,6	16,3	-	17,0
KwaMashu	9,4	9,8	-	9,7
Madadeni	13,2	14,4	-	14,3
Mahlabathini	15,4	15,4	24,2	16,2
Maphumulo	20,4	12,5	2,9	11,5
Mnambithi	15,1	9,1	21,6	10,1
Mpumalanga	24,5	15,9	32,0	16,4
Mainga	8,2	11,1	31,1	10,8
Mtubatuba	18,9	17,7	-	18,2
Mtunzini	11,8	15,3	7,9	14,8
Ndwedwe	9,2	11,5	4,2	10,7
Nkandla	17,1	16,2	-	16,5
Nongoma	17,2	21,5	31,0	21,8
Nqutu	14,9	14,9	10,1	14,7
Pholela	21,9	21,8	-	21,9
Port Shepstone	15,2	16,4	14,5	16,1
Ubombo	12,2	16,0	17,2	14,3
Umbumbulu	18,6	15,0	15,1	17,0
Umlazi North	-	-	-	-
Umlazi South	-	-	-	-
Umzinto	16,3	13,7	23,0	15,3
Umzumbe	20,7	17,7	14,6	19,1
TOTAL	15,7	15,2	20,8	15,7

Source: Table C.11.

With 21,9 and 21,8 per cent repeaters for teachers with Standard 6 and Standard 8 qualifications respectively, Pholela had fairly high repeater percentages for unqualified teachers. Other circuits which had fairly high repeater percentages were Edendale with 21,6 per cent repeaters for teachers with Standard 6 qualifications and 16,3 per cent repeaters for teachers with Standard 8 qualifications, Mpumalanga with 24,5 per cent repeaters for teachers with Standard 6 qualifications and 32,0 per cent repeaters for teachers with Standard 10 qualifications and Nongoma with 17,2 per cent repeaters for teachers with Standard 6 qualifications, 21,5 per cent repeaters for teachers with Standard 8 qualifications and 31,0 per cent repeaters for teachers with Standard 10 qualifications. Bergville, Mnambithi, Msinga and Ndwedwe had the lowest repeater percentages.

Once again the difference in the repeater percentages of professionally qualified teachers and unqualified teachers became apparent. Whereas the average repeater percentage for professionally qualified teachers with Standard 6 qualifications was 14,9, that of professionally unqualified teachers with the same academic qualification was 15,7 per cent. The repeater percentage of professionally qualified teachers with Standard 8 qualifications was 14,9 per cent while that of unqualified teachers with the same academic qualification was 15,2 per cent.

4.7.6 Pupils in the classes of teachers with specific teaching experience

According to Table C.7 there were 450 716 lower primary pupils in Kwazulu who were taught by professionally qualified and unqualified teachers with varying teaching experience. Table 4.24 expresses the percentage of the pupils who were taught by teachers with specific teaching experience.

TABLE 4.24 KWAZULU - PERCENTAGE PUPILS TAUGHT BY TEACHERS WITH SPECIFIC TEACHING EXPERIENCE, 1979

EXPERIENCE IN YEARS	PERCENTAGE ENROLMENT
0-4	27,5
5-9	20,8
10-14	19,2
15+	32,5
TOTAL	100,0

Source: Table C.7.

It is apparent from Table 4.24 that teachers who had 15 years or more teaching experience taught the largest number of lower primary pupils as represented by 32,4 per cent. The group with experience of nil to four years came second with 27,5 per cent pupils, while the group with five to nine years of teaching experience came third with 20,8 per cent pupils. The group which had the smallest number of pupils represented by 19,2 per cent had 10 to 14 years teaching experience.

4.7.7 Repeaters in the classes of teachers with specific teaching experience

Table 4.25 shows the percentage repeaters for pupils who were taught by teachers with specific teaching experience.

TABLE 4.25 KWAZULU - PERCENTAGE REPEATERS FOR PUPILS TAUGHT BY TEACHERS WITH SPECIFIC TEACHING EXPERIENCE, 1979

EXPERIENCE IN YEARS	PERCENTAGE REPEATERS
0-4	15,6
5-9	15,2
10-14	14,3
15+	15,1

Source: Table C.7.

The fact that qualified and unqualified teachers were not separated when this survey was made should be borne in mind when the repeater percentages are interpreted. The small differences between the repeater percentages for the different categories of experience could partly be caused by this factor. The differences, although small, should however be regarded as an indication of the influence of teaching experience in the number of repeaters.

It is apparent from Table 4.25 that the group of teachers with teaching experience limited to only four years had the highest number of repeaters. Teachers in the experience groups of five to nine years and 15 years and more each had a repeater percentage of 15,2. The group with the smallest number of repeaters represented by 14,3 per cent had between 10 and 14 years of teaching experience.

It would appear from Table 4.25 that the best teachers for lower primary pupils were those with 10 to 14 years of teaching experience while the comparatively younger teachers with teaching experience of four years and less appear to be the least successful in their job.

4.8 TEACHER QUALIFICATIONS AND THE INCIDENCE OF CLASS REPETITION IN HIGHER PRIMARY SCHOOLS

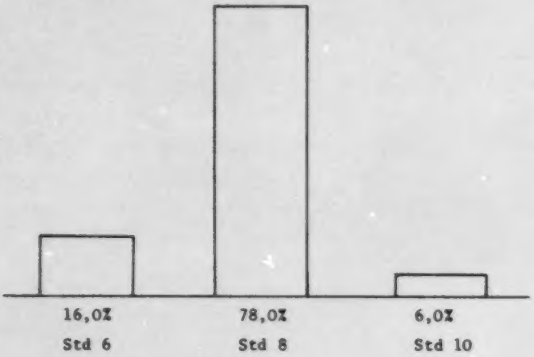
4.8.1 General qualifications

In discussing the general qualifications of the lower primary teachers in the foregoing pages the qualified and the unqualified teachers were treated separately. This procedure will be followed here.

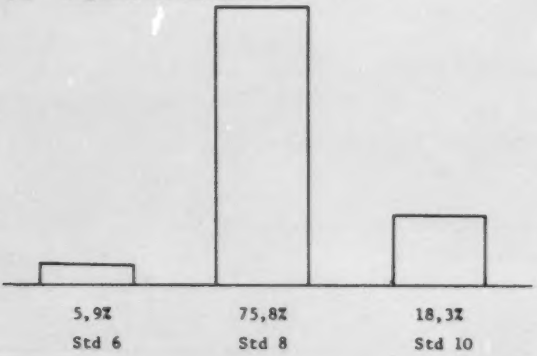
Table 4.8.1 shows the general qualifications of all higher primary teachers.

FIGURE 4.5 KWAZULU - PERCENTAGE REPRESENTATION OF THE GENERAL QUALIFICATIONS OF HIGHER PRIMARY TEACHERS, 1979

(1) QUALIFIED TEACHERS



(2) UNQUALIFIED TEACHERS



Source: Table D.1 and D.2.

From Figure 4.5 it can be noted that among both the qualified and the unqualified teachers the greatest number were those who possessed

Standard 8 qualifications. Among the qualified teachers, 78,0 per cent possessed Standard 8 qualifications, while 75,8 per cent of the professionally unqualified group possessed this qualification.

The percentage of teachers possessing Standard 10 qualifications was higher among the unqualified group (18,3 per cent), as against only 6,0 per cent of the professionally qualified teachers who possessed Standard 10 qualifications. The percentage of unqualified teachers in possession of Standard 6 qualifications was relatively low at 5,9 per cent, while the same percentage among qualified teachers was relatively high at 16,0 per cent.

A comparison of Figure 4.4 showing the academic qualifications of lower primary teachers with Figure 4.5 reveals a few differences. In Figure 4.4 the percentages of qualified teachers in possession of Standard 6 academic qualifications was comparatively high at 45,9 per cent as against only 16,0 per cent in Figure 4.5. Lower primary teachers in possession of Standard 8 qualifications constituted 52,1 per cent, while those in higher primary schools were relatively more at 75,8 per cent.

Differences also occurred in percentages for unqualified teachers. In the lower primary phase, teachers with Standard 6 qualifications formed 30,9 per cent of the total, while only 5,9 per cent were found in the higher primary phase. Of the unqualified teachers who possessed Standard 10 qualifications, only 4,8 per cent were found in the lower primary phase, while 18,3 per cent were found in higher primary classes.

4.8.2 Qualifications of teachers per standard taught

(a) Professionally qualified teachers

Of the 1365 teachers who taught Standard 3, 26,6 per cent had Standard 6 qualifications, 67,5 per cent possessed Standard 8 qualifications and only 5,9 per cent had Standard 10 qualifi-

cations. Table 4.26 illustrates the position in detail by means of percentages.

TABLE 4.26 KWAZULU - QUALIFICATIONS OF PROFESSIONALLY QUALIFIED HIGHER PRIMARY TEACHERS PER STANDARD TAUGHT, 1979 (PERCENTAGES)

QUALIFICATIONS STANDARD TAUGHT	STD 6	STD 8	STD 10	TOTAL
Std 3	26,6	67,5	5,9	100,0
Std 4	22,6	72,1	5,3	100,0
Std 5	3,8	86,0	10,2	100,0
TOTAL	18,0	74,9	7,1	100,0

Source: Table C.3.

Table 4.26 reveals that on the whole in all three higher primary classes the highest percentages of teachers possessed Standard 8 qualifications. Standard 5 had the highest percentage (86,0) and was followed by Standard 4 with 72,1 per cent.

Of the 1197 teachers who taught Standard 5, 10,2 per cent possessed Standard 10 qualifications, 86,0 per cent possessed Standard 8 qualifications, while only 3,8 per cent possessed Standard 6 qualifications. Standard 4 had 22,6 per cent teachers with Standard 6 qualifications, 72,1 per cent with Standard 8 qualifications and 5,3 per cent with Standard 10 qualifications.

It would seem that teachers with Standard 6 qualifications decreased in the higher classes, while those with Standard 8 qualifications increased. The position regarding teachers with Standard 10 qualifications was irregular with 5,9 per cent in Standard 3, 5,3 per cent in Standard 4 and 10,2 per cent in Standard 5.

(b) Unqualified teachers

The allocation of unqualified teachers to higher primary classes showed striking differences from that of the qualified teachers as Table 4.27 reveals.

TABLE 4.27 KWAZULU - QUALIFICATIONS OF PROFESSIONALLY UNQUALIFIED HIGHER PRIMARY TEACHERS PER STANDARD TAUGHT, 1979 (PERCENTAGES)

QUALIFICATIONS STANDARD TAUGHT	STD 6	STD 8	STD 10	TOTAL
Std 3	6,8	78,1	15,1	100,0
Std 4	4,0	79,9	16,1	100,0
Std 5	8,3	56,7	35,0	100,0
TOTAL	6,1	76,3	17,6	100,0

Source: Table C.3.

Whereas the highest percentage of the qualified teachers with Standard 8 academic qualifications was found in Standard 5, the highest percentage of unqualified teachers was found in Standard 4, represented by 79,9 per cent. In Standard 5 classes the lowest percentage of teachers with Standard 8 qualifications was found. A regular pattern was apparent for teachers with Standard 10 qualifications. In Standard 3 classes they formed 15,1 per cent, 16,1 per cent in Standard 4, and 35,0 per cent in Standard 5.

4.8.3 Classes taught by teachers with specific qualifications

(a) Professionally qualified teachers

There were 673 teachers with Standard 6 qualifications involved in higher primary classes. Of this number 363 or 53,9 per cent taught Standard 3 pupils, 39,4 per cent taught Standard 4 pupils and only 6,7 per cent taught Standard 5 pupils. Table

4.28 shows the percentages of the teachers with specific qualifications per class.

TABLE 4.28 KWAZULU - PERCENTAGES OF PROFESSIONALLY QUALIFIED HIGHER PRIMARY TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS AND CLASSES IN WHICH THEY WERE USED, 1979

QUALIFICATIONS STANDARD TAUGHT	STD 6	STD 8	STD 10	TOTAL
Std 3	53,9	33,0	28,7	36,4
Std 4	39,4	30,2	24,0	31,5
Std 5	6,7	36,8	47,3	32,1
TOTAL	100,0	100,0	100,0	100,0

Source: Table C.3.

There were 2 797 teachers with Standard 8 qualifications who taught in the higher primary phase. Most of these teachers, namely 36,8 per cent taught Standard 5 pupils. Standards 3 and 4 were allocated 33,0 per cent and 30,2 per cent respectively. Of the 265 teachers with Standard 10 qualifications, 122 or 47,3 per cent taught Standard 5 pupils. Standard 3 had 28,7 per cent and Standard 4 pupils were taught by 24,0 per cent of these teachers.

(b) Professionally unqualified teachers

Table 4.29 shows the percentage distribution of unqualified teachers per class.

TABLE 4.29 KWAZULU - PERCENTAGES OF PROFESSIONALLY UNQUALIFIED HIGHER PRIMARY TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS AND THE CLASSES IN WHICH WERE USED, 1979

QUALIFICATIONS STANDARD TAUGHT	STD 6	STD 8	STD 10	TOTAL
Std 3	63,6	57,7	49,0	56,5
Std 4	21,2	34,0	29,2	32,3
Std 5	15,2	8,3	21,8	11,2
TOTAL	100,0	100,0	100,0	100,0

Source: Table C.3.

There were only 33 unqualified teachers with Standard 6 qualifications. Most of them, namely 64,6 per cent taught Standard 3 pupils. Standard 4 and 5 pupils were taught by 21,2 per cent and 15,2 per cent of these unqualified teachers respectively. Of the 416 unqualified teachers who possessed Standard 8 qualifications, 57,7 per cent taught Standard 3, 34,0 per cent taught Standard 4 and only 8,3 per cent taught Standard 5 pupils. Teachers in possession of Standard 10 qualifications were distributed as follows: 49,0 per cent taught Standard 3, 29,2 per cent taught Standard 4 and 21,8 per cent taught Standard 5.

Table 4.29 shows that there was a tendency to concentrate these unqualified teachers in the lower classes of the higher primary phase and to reduce them in the higher classes.

4.8.4 The qualifications of teachers per inspectoral circuit

(a) Professionally qualified teachers

The inspectoral circuit with the highest percentage of teachers in the higher primary phase with Standard 10 qualifications

was Ubombo with 24,4 per cent. KwaMashu and Umlazi South inspectoral circuits with 15,6 per cent and 15,2 per cent were also high.

Table 4.30 shows the percentage distribution of teachers per inspectoral circuits.

TABLE 4.30 KWAZULU - ACADEMIC QUALIFICATIONS OF PROFESSIONALLY QUALIFIED HIGHER PRIMARY TEACHERS PER INSPECTORAL CIRCUIT, 1979 (PERCENTAGES)

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	20,1	79,9	-	100,0
Edendale	12,3	81,7	6,0	100,0
KwaMashu	11,4	73,0	15,6	100,0
Madadeni	18,3	79,9	1,8	100,0
Mahlabathini	15,6	81,1	3,3	100,0
Maphumulo	4,2	87,5	8,3	100,0
Mnambithi	6,3	83,2	10,5	100,0
Mpumalanga	18,8	70,4	10,8	100,0
Msinga	14,5	73,1	12,4	100,0
Mtubatuba	50,0	45,0	5,0	100,0
Mtunzini	16,1	75,8	8,1	100,0
Ndwedwe	20,2	74,5	5,3	100,0
Nkandla	34,9	64,0	1,1	100,0
Nongoma	11,1	88,9	-	100,0
Nqutu	14,9	73,9	11,2	100,0
Pholela	14,9	81,5	3,6	100,0
Port Shepstone	14,5	82,2	3,3	100,0
Ubombo	17,9	57,7	24,4	100,0
Umbumbulu	16,7	76,4	6,9	100,0
Umlazi North	15,6	79,4	5,0	100,0
Umlazi South	18,4	66,4	15,2	100,0
Umzinto	11,2	76,5	12,3	100,0
Umzumbe	36,5	62,9	0,6	100,0
TOTAL	18,0	74,9	7,1	100,0

Source: Table D.3.

Bergville and Nongoma inspectoral circuits had no qualified teachers with Standard 10 certificates who taught in the higher primary classes. A comparison of Table 4.30 with Table 4.10 for lower primary teachers reveals that the percentages for teachers with Standard 6 qualifications were higher in the lower primary classes than for those with the same qualifications in higher primary classes.

Percentages for teachers with Standard 8 qualifications in the higher primary phase were higher than percentages for teachers with the same qualifications in lower primary classes.

(b) Professionally unqualified teachers

Table 4.31 shows that Mahlabathini inspectoral circuit with 61,9 per cent unqualified teachers holding Standard 10 qualifications surpassed all the circuits in this respect.

Inspectoral circuits such as Bergville, Edendale, KwaMashu and Umbumbulu had only unqualified teachers who possessed Standard 8 certificates. Teachers who possessed Standard 8 and higher qualifications were most common in the higher primary school phase.

Unlike Table 4.11 for lower primary teachers, Table 4.31 shows that unqualified teachers with Standard 6 qualifications were very few in the higher primary classes. There were 740 lower primary teachers with Standard 6 qualifications as against only 33 in the higher primary phase.

TABLE 4.31 KWAZULU - ACADEMIC QUALIFICATIONS OF UNQUALIFIED HIGHER PRIMARY TEACHERS PER INSPECTORAL CIRCUIT, 1979 (PERCENTAGES)

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	-	100,0	-	100,0
Edendale	-	100,0	-	100,0
KwaMashu	-	100,0	-	100,0
Madadeni	-	70,0	30,0	100,0
Mahlabathini	-	38,1	61,9	100,0
Maphumulo	-	62,5	37,5	100,0
Mnambithi	-	81,8	18,2	100,0
Mpumalanga	-	93,8	6,2	100,0
Msinga	27,1	64,6	8,3	100,0
Mtubatuba	17,2	78,1	4,7	100,0
Mtunzini	8,3	41,7	50,0	100,0
Nkwedwe	4,5	86,4	9,1	100,0
Nkandla	1,8	78,2	20,0	100,0
Nongoma	4,0	92,0	4,0	100,0
Nqutu	2,5	97,5	-	100,0
Pholela	15,4	84,6	-	100,0
Port Shepstone	-	91,7	8,3	100,0
Ubombo	1,7	82,8	15,5	100,0
Umbumbulu	-	100,0	-	100,0
Umlazi North	-	-	-	-
Umlazi South	-	-	-	-
Umzinto	3,1	59,4	37,5	100,0
Umzumbe	-	40,5	59,5	100,0
TOTAL	6,1	76,3	17,6	100,0

Source: Table D.4.

4.8.5 The qualifications of teachers according to age (professionally qualified teachers only)

Table 4.32 shows the distribution according to age of professionally qualified teachers in Kwazulu higher primary schools.

TABLE 4.32 KWAZULU - PERCENTAGE ACADEMIC QUALIFICATIONS OF PROFESSIONALLY QUALIFIED HIGHER PRIMARY TEACHERS ACCORDING TO AGE, 1979

QUALIFICATIONS AGE	STD 6	STD 8	STD 10	TOTAL
20-24	-	23,6	3,5	18,6
25-29	4,5	31,9	22,3	26,9
30-34	11,9	17,7	15,8	16,7
35-39	12,1	7,3	9,9	8,2
40-44	14,3	7,1	12,3	8,5
45-49	23,0	6,7	22,8	10,3
50-54	14,3	3,0	6,9	5,1
55-59	13,6	1,9	3,5	3,9
60-64	5,2	0,8	3,0	1,6
65+	1,1	0,0	-	0,2
TOTAL	100,0	100,0	100,0	100,0

Source: Table C.6.

Of the total number of 3 354 higher primary teachers, 26,9 per cent were in the 25 to 29 age group, 18,6 per cent in the 20 to 24 age group and 16,7 per cent in the 30 to 34 age group. Thus it is apparent that the largest number of higher primary teachers is below the age of 30. Above the age of 49 the percentages decreased rapidly from 10,3 for those in the 45 to 49 age group to 0,2 for those who were 65 years and older.

Of the 202 higher primary teachers in possession of Standard 10 qualifications, 22,8 per cent were in the 45 to 49 age group and 22,3 per cent in the 25 to 29 age group. The smallest numbers occurred among teachers who were between 60 and 64 years and 20 and 24 years of age. The largest number of teachers with Standard 8 qualifications could be found in the 25 to 29 age group, represented by 31,9 per cent. There was only one teacher above the age of 64 who held a Standard 8 qualification. The largest group with

Standard 6 qualifications was in the 45 to 49 age group (23,0 per cent). Unless these teachers improve their academic qualifications they will be in the system for 16 to 20 years in the future with these low qualifications.

4.8.6 Higher primary teachers according to teaching experience (qualified and unqualified teachers)

According to Table 4.33 the largest number of higher primary teachers had nil to four years of teaching experience.

TABLE 4.33 KWAZULU - PERCENTAGES OF HIGHER PRIMARY TEACHERS ACCORDING TO TEACHING EXPERIENCE, 1979

EXPERIENCE IN YEARS	PERCENTAGES
0-4	34,6
5-9	23,8
10-14	17,5
15+	24,1
TOTAL	100,0

Source: Table C.7.

The second largest group represented by 24,1 per cent had more than 15 years of teaching experience. The smallest group represented by 17,5 per cent had between 10 and 14 years of teaching experience.

4.9 THE RELATION BETWEEN THE PHENOMENON OF PUPIL REPETITION AND TEACHER QUALIFICATIONS IN THE HIGHER PRIMARY SCHOOLS

4.9.1 Pupils per standard in the classes of teachers with specific qualifications

(a) Professionally qualified teachers

The total number of higher primary pupils who were included

in this survey was 173 253. Of this total 93,4 per cent were taught by teachers who did not possess a Standard 10 qualification.

Table 4.34 reveals this position in greater detail.

TABLE 4.34 KWAZULU - PERCENTAGE HIGHER PRIMARY PUPILS TAUGHT BY PROFESSIONALLY QUALIFIED TEACHERS WITH DIFFERENT ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS % PUPILS TAUGHT	STD 6	STD 8	STD 10	TOTAL
Std 3	26,6	67,1	6,3	100,0
Std 4	21,3	73,5	5,2	100,0
Std 5	7,2	84,5	8,3	100,0
TOTAL	19,0	74,4	6,6	100,0

Source: Table C.8.

Of the 65 427 Standard 3 pupils only 6,3 per cent were taught by teachers who possessed Standard 10 qualifications. Teachers with Standard 8 and Standard 6 qualifications taught 67,1 per cent and 26,6 per cent respectively.

Only 5,2 per cent of the 55 219 Standard 4 pupils were taught by teachers with Standard 10 qualifications. The majority, namely 73,5 per cent and 21,3 per cent were taught by teachers who possessed Standard 8 and Standard 6 qualifications respectively. Standard 5 pupils were more fortunate in that only 7,2 per cent of their total of 52 607 were taught by teachers with Standard 6 qualifications. The largest number of these pupils namely 84,5 per cent were taught by teachers with Standard 8 qualifications, while 8,3 per cent of them were taught by teachers with Standard 10 qualifications.

(b) Professionally unqualified teachers

Table 4.35 illustrates the position regarding higher primary pupils who were taught by unqualified teachers in 1979.

TABLE 4.35 KWAZULU - PERCENTAGE HIGHER PRIMARY PUPILS TAUGHT BY PROFESSIONALLY UNQUALIFIED TEACHERS WITH DIFFERENT ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS % PUPILS TAUGHT	STD 6	STD 8	STD 10	TOTAL
Std 3	7,5	71,9	20,6	100,0
Std 4	0,9	85,6	13,5	100,0
Std 5	5,4	60,8	33,8	100,0
TOTAL	5,1	74,8	20,1	100,0

Source: Table C.9.

There were 23 216 higher primary pupils who were taught by unqualified teachers in 1979 at the time of this survey. Of this total 79,9 per cent were taught by teachers who possessed Standard 8 and lower qualifications. In general however as Table 4.35 shows most children were taught by teachers with Standard 8 and higher qualifications. Of the total 94,9 per cent were taught by teachers with Standard 8 and higher academic qualifications. Standard 4 pupils were best off as 99,1 per cent of their total were taught by teachers possessing Standards 8 and 10 qualifications. Of Standard 5 pupils 94,6 per cent were taught by teachers who had Standard 8 and Standard 10 qualifications. In Standard 3, 92,5 per cent of the total were taught by teachers possessing Standard 8 and Standard 10 qualifications.

It is apparent from this table that more pupils were taught by teachers with Standard 10 qualifications than was the case

in Table 4.3 for pupils taught by qualified teachers.

4.9.2 Repeaters per standard in the classes of teachers with specific qualifications

(a) Professionally qualified teachers

The highest percentage of repeaters namely 27,4 per cent was found in the Standard 5 classes taught by teachers with Standard 6 academic qualifications. The second highest repeater percentage of 23,5 was also found in Standard 5 classes which were taught by teachers with Standard 10 qualifications. There were 19,6 per cent repeaters in Standard 5 classes which were taught by teachers with Standard 8 qualifications.

Regarding repeaters in Standard 3, less were found in the classes of teachers who possessed higher qualifications. This pattern is however, not apparent in Standard 4 classes, as teachers with Standard 6 qualifications had 10,9 per cent repeaters, while those who possessed Standard 8 and Standard 10 qualifications had 11,6 per cent and 11,3 per cent respectively.

Table 4.36 shows the percentage repeaters in the classes of professionally qualified teachers.

TABLE 4.36 KWAZULU - PERCENTAGE REPEATERS PER STANDARD IN THE CLASSES OF PROFESSIONALLY QUALIFIED TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS % REPEATERS	STD 6	STD 8	STD 10	TOTAL
Std 3	14,8	13,8	10,9	13,9
Std 4	10,9	11,6	11,3	11,4
Std 5	27,4	19,6	23,5	20,5
TOTAL	14,9	15,1	15,8	15,1

Source: Table C.8.

Again as in Table 4.18 for repeaters in lower primary schools, the percentages for repeaters in the classes of better qualified teachers in higher primary schools appeared to be higher than for those with lower qualifications. This is revealed in Table 4.36 where the total repeater percentages for pupils who were taught by teachers with Standard 10 and Standard 8 qualifications were higher than the total repeater percentage for pupils taught by teachers with Standard 6 qualifications.

In most cases teachers in possession of Standard 6 qualifications are in the 45 to 49 age group and are experienced teachers.

(b) Professionally unqualified teachers

There were only 1 185 higher primary pupils who were taught by professionally unqualified teachers with Standard 6 certificates. This figure is not considered big enough for this research to allow for generalizations to be made about the repeater percentages of the higher primary pupils who were taught by these lower qualified teachers. However, they have been included in the table below for the sake of completeness.

TABLE 4.37 KWAZULU - PERCENTAGE REPEATERS PER STANDARD IN THE CLASSES OF UNQUALIFIED TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS % REPEATERS	STD 6	STD 8	STD 10	TOTAL
Std 3	9,7	18,3	17,4	17,5
Std 4	10,0	11,2	13,6	11,6
Std 5	9,7	16,2	26,2	19,3
TOTAL	9,7	15,5	18,5	15,8

Source: Table C.9.

Except for Standard 3, the repeater percentages for pupils taught by unqualified teachers who possessed Standard 10 academic qualifications were the highest at 26,2 per cent for Standard 5 pupils and 13,6 per cent for Standard 4 pupils. However, the repeater percentages for pupils taught by qualified teachers holding Standard 10 qualifications were lower than for pupils who were taught by unqualified teachers with the same academic qualification.

An unusual phenomenon can be observed from Table 4.36 and Table 4.37 where the repeater percentages for pupils taught by qualified teachers were higher than the repeater percentages for pupils taught by unqualified teachers.

4.9.3 Pupils per inspectoral circuit in the classes of teachers with specific qualifications

(a) Professionally qualified teachers

Of the 3 468 pupils in the Ubombo circuit, 24,1 per cent were taught by teachers who possessed Standard 10 qualifications. Of these pupils 56,7 per cent were taught by teachers with Standard 8 qualifications and only 19,2 per cent were taught by teachers who had Standard 6 qualifications.

Table 4.38 shows the percentage distribution of pupils in all Kwazulu inspectoral circuits.

TABLE 4.38 KWAZULU - PERCENTAGE HIGHER PRIMARY PUPILS PER INSPECTORAL CIRCUIT TAUGHT BY PROFESSIONALLY QUALIFIED TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	21,4	78,6	-	100,0
Edendale	11,8	82,4	5,8	100,0
KwaMashu	12,2	71,3	16,5	100,0
Madadeni	17,0	81,4	1,6	100,0
Mahlabathini	18,0	77,9	4,1	100,0
Maphumulo	5,7	88,2	6,1	100,0
Mnambithi	4,1	81,9	14,0	100,0
Mpumalanga	22,3	67,3	10,4	100,0
Msinga	20,8	65,9	13,3	100,0
Mtubatuba	50,1	44,8	5,1	100,0
Mtunzini	12,9	80,2	6,9	100,0
Ndwedwe	25,3	70,0	4,7	100,0
Nkandla	34,5	64,1	1,4	100,0
Nongoma	13,8	86,2	-	100,0
Nqutu	21,1	68,8	10,1	100,0
Pholela	7,1	89,9	3,0	100,0
Port Shepstone	15,4	82,3	2,3	100,0
Ubombo	19,2	56,7	24,1	100,0
Umbumbulu	17,2	79,6	3,2	100,0
Umlazi North	15,2	79,0	5,8	100,0
Umlazi South	16,9	72,1	11,0	100,0
Umzinto	9,5	79,5	11,0	100,0
Umzumbe	47,9	51,3	0,8	100,0
TOTAL	19,0	74,4	6,6	100,0

Source: Table D.5.

KwaMashu with 16,5 per cent pupils taught by teachers with Standard 10 qualifications and only 12,2 per cent pupils taught by teachers with Standard 6 qualifications was also quite fortunate. Nongoma

and Bergville had no higher primary pupils who were taught by teachers with Standard 10 qualifications. Nongoma had 86,2 per cent pupils taught by teachers with Standard 8 qualifications and 13,8 per cent pupils taught by teachers with Standard 6 qualifications, while Bergville had 78,6 and 21,4 per cent pupils taught by teachers with Standard 8 and Standard 6 qualifications respectively.

On the whole most of the higher primary pupils in most inspectoral circuits were taught by teachers with Standard 8 qualifications.

(b) Professionally unqualified teachers

Table 4.39 shows that in only ten of the 23 inspectoral circuits in Kwazulu pupils were taught by unqualified teachers who possessed Standard 6 qualifications.

Umlazi North and Umlazi South inspectoral circuits had no unqualified teachers in the higher primary classes.

Of the 15 circuits in which higher primary pupils were taught by unqualified teachers with Standard 10 certificates, Mtunzini inspectoral circuit with 56,7 per cent had the most pupils taught by these teachers, while Umzumbe with 55,7 per cent had the second most.

Bergville, Edendale, KwaMashu and Umbumbulu had pupils taught by unqualified teachers in possession of Standard 8 certificates only. In these circuits no pupils were taught by teachers who had Standard 6 or Standard 10 qualifications.

Nqutu had the lowest percentage pupils taught by teachers with Standard 6 qualifications (2,9 per cent) and the highest percentage (97,7 per cent) pupils taught by teachers with Standard 8 qualifications. On the whole in most circuits the majority of pupils were taught by unqualified teachers with Standard 8 certificates.

TABLE 4.39 KWAZULU - PERCENTAGE HIGHER PRIMARY PUPILS PER INSPECTORAL CIRCUIT TAUGHT BY PROFESSIONALLY UNQUALIFIED HIGHER PRIMARY TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	-	100,0	-	100,0
Edendale	-	100,0	-	100,0
KwaMashu	-	100,0	-	100,0
Madadeni	-	64,4	35,6	100,0
Mahlabathini	-	49,3	50,7	100,0
Maphumulo	-	39,0	61,0	100,0
Mnambithi	-	82,9	17,1	100,0
Mpumalanga	-	93,3	6,7	100,0
Msinga	27,6	60,7	11,7	100,0
Mtubatuba	12,3	78,4	9,3	100,0
Mtunzini	7,9	35,4	56,7	100,0
Ndwedwe	4,7	88,6	6,7	100,0
Nkandla	1,7	80,8	17,5	100,0
Nongoma	2,9	60,9	36,2	100,0
Nqutu	2,3	97,7	-	100,0
Pholela	19,7	80,3	-	100,0
Port Shepstone	-	86,8	13,2	100,0
Ubombo	1,4	83,5	15,1	100,0
Umbumbulu	-	100,0	-	100,0
Umlazi North	-	-	-	-
Umlazi South	-	-	-	-
Umzinto	4,9	53,9	41,2	100,0
Umzumbe	-	44,3	55,7	100,0
TOTAL	5,1	74,8	20,1	100,0

Source: Table D.6.

4.9.4 Repeaters per inspectoral circuit in the classes of teachers with specific qualifications

(a) Professionally qualified teachers

The repeater percentages of pupils taught by teachers with Standard 10 qualifications were high in many circuits. Nqutu with 35,0 per cent had the highest percentage in this respect while KwaMashu with 33,0 per cent repeaters came second. Pholela with 31,4 per cent and Umzinto with 30,1 per cent also had high percentages.

The highest repeater percentage for pupils taught by teachers with Standard 6 qualifications occurred in the Mnambithi inspectoral circuit where 40,0 per cent of these pupils were repeaters.

On the whole the repeater percentages for pupils taught by teachers with Standard 8 qualifications were higher than for pupils who were taught by teachers with Standard 6 qualifications. There are of course a few exceptions in different inspectoral circuits. Mpumalanga had 18,4 per cent repeaters for pupils taught by teachers with Standard 6 qualifications and 14,5 per cent repeaters for pupils taught by teachers with Standard 8 qualifications. Other inspectoral circuits which show this trend are Nongoma, Pholela, Port Shepstone, Umlazi South and Umzumbe.

Table 4.40 shows the percentage repeaters for all the Kwazulu inspectoral circuits.

TABLE 4.40 KWAZULU - PERCENTAGE REPEATERS PER INSPECTORAL CIRCUIT IN THE CLASSES OF PROFESSIONALLY QUALIFIED HIGHER PRIMARY TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	12,7	15,9	-	15,2
Edendale	13,1	13,1	18,8	13,4
KwaMashu	11,5	17,7	33,0	16,1
Madadeni	14,6	15,6	20,6	15,5
Mahlabathini	19,5	23,5	14,2	22,4
Maphumulo	8,4	15,1	10,9	14,5
Mnambithi	40,0	23,0	17,8	23,0
Mpumalanga	18,4	14,5	18,8	15,8
Msinga	10,5	10,1	8,6	10,0
Mtubatuba	14,3	14,3	7,7	13,9
Mtunzini	10,5	12,2	8,3	11,7
Ndwedwe	9,9	11,0	12,1	10,8
Nkandla	10,1	14,1	6,8	12,6
Nongoma	24,8	18,5	-	19,4
Nqutu	16,8	20,9	35,4	21,5
Pholela	19,1	14,7	31,4	15,5
Port Shepstone	21,6	17,2	13,1	17,8
Ubombo	9,0	9,7	4,7	8,3
Umbumbulu	11,7	10,1	16,9	10,6
Umlazi North	8,7	11,8	10,2	11,2
Umlazi South	12,5	9,0	10,5	9,7
Umzinto	17,5	18,7	30,1	19,8
Umzumbe	19,9	13,6	5,7	16,6
TOTAL	14,9	15,1	15,9	15,1

Source: Table D.5.

(b) Professionally unqualified teachers

Nkandla inspectoral circuit with 34,4 per cent repeaters for pupils taught by unqualified teachers in possession of Standard 10

certificates had the highest percentage, while Nongoma had 25,9 per cent repeaters. However, the highest repeater percentage of 47,3 per cent occurred in Mnambithi inspectoral circuit among pupils taught by teachers with Standard 8 qualifications.

Table 4.41 shows the position regarding all inspectoral circuits in Kwazulu.

TABLE 4.41 KWAZULU - PERCENTAGE REPEATERS PER INSPECTORAL CIRCUIT IN THE CLASSES OF PROFESSIONALLY UNQUALIFIED HIGHER PRIMARY TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	-	10,0	-	10,0
Edendale	-	20,2	-	20,2
KwaMashu	-	13,5	-	13,5
Madadeni	-	17,1	21,8	18,8
Mahlabathini	-	21,6	23,6	22,6
Maphumulo	-	17,9	8,3	12,0
Mnambithi	-	47,3	13,8	41,6
Mpumalanga	-	16,5	23,2	16,9
Msinga	9,3	8,2	4,9	8,1
Mtubatuba	5,3	11,0	11,1	10,3
Mtunzini	6,7	11,4	13,7	12,3
Ndwedwe	4,0	12,7	7,0	11,9
Nkandla	15,0	24,9	34,4	26,4
Nongoma	24,5	27,3	25,9	26,7
Nqutu	6,8	17,2	-	16,9
Pholela	13,3	11,8	-	12,1
Port Shepstone	-	14,5	10,0	13,9
Ubombo	9,7	7,7	12,8	8,5
Umbumbulu	-	5,5	-	5,5
Umlazi North	-	-	-	-
Umlazi South	-	-	-	-
Umzinto	21,1	17,5	17,0	17,5
Umzumbe	-	9,3	17,1	13,6
TOTAL	9,7	15,5	18,5	15,8

Source: Table D.6

Nongoma inspectoral circuit had remarkably high repeater percentages for each group of pupils taught by teachers with different qualifications.

A comparison of the totals of Tables 4.40 and 4.41 shows that on the whole repeater percentages of higher primary pupils who were taught by professionally unqualified teachers were higher than the repeater percentages for pupils who were taught by professionally qualified teachers.

4.9.5 Pupil repetition and experience of teacher

In this section professionally qualified and unqualified teachers have not been separated.

Table 4.42 shows the percentage repeaters for teachers with specific teaching experience.

TABLE 4.42 KWAZULU - PERCENTAGE REPEATERS FOR PUPILS TAUGHT BY TEACHERS WITH SPECIFIC TEACHING EXPERIENCE, 1979

EXPERIENCE IN YEARS	PERCENTAGE REPEATERS
0-4	15,5
5-9	15,2
10-14	14,7
15+	15,0

Source: Table C.7.

As was the case with Table 4.25 for lower primary pupils, the differences in the repeater percentages is small. Again the repeater percentage for teachers with up to four years of teaching experience was highest at 15,5 per cent. The teachers with 10 to 14 years of teaching experience had 14,7 per cent repeaters, which was the lowest percentage of all. This was also the position in the lower primary

phase where a percentage of 14,3 was obtained. Higher primary teachers with experience exceeding 15 years were slightly better at 15,0 per cent than their lower primary counterparts who had 15,2 per cent repeaters.

It would again appear that teachers with 10 to 14 years of teaching experience were the best since they had the lowest repeater percentage of all teachers.

4.10 REPEATERS IN SECONDARY SCHOOLS

It was not feasible to include a study of repeaters in the secondary phase with this study of repeaters in the primary phase. More than one teacher are involved per class to offer specific school subjects in the secondary schools. Therefore a study of this type in the secondary phase would require that repeaters be studied according to school subjects. Thereafter they might be connected to subject-masters concerned. However, statistical data on the repeaters in secondary schools appear in the appendices.

4.11 THE COST OF REPEATERS

It was pointed out in Section 4.2.1 that pupil repetition of classes incurs [illegible]tage of funds allocated to education. An attempt to show the cost of repeaters during 1979 will be made in this section of the study.

It was indicated in Chapter 2 that the total educational expenditure for 1979 in Kwazulu was R39 463 400 which meant that the cost per pupil was R48,00. The cost of repeaters in Kwazulu schools can be calculated as follows:

Total educational expenditure for 1979	=	R39 463 400
Total pupil enrolment	=	817 799
Cost per pupil	=	R48,00
Repeaters	=	103 942
Cost of repeaters	=	103 942 x 48
	=	R4 989 216

Thus nearly 5 million rands were wasted on repeaters in Kwazulu alone in 1979. This large sum of money could have been used on pupils in the new classes; instead it was used on the same pupils repeating the same standards. The total wastage would be much higher if the cost of the dropouts could also be added.

4.12 CONCLUSION

4.12.1 General

The statistics collected during 1979 do not provide enough information to indicate the precise relationship between teacher qualifications and pupil repetition in Kwazulu. However, there are indications that teachers with more or less 14 years of teaching experience have the least pupil repetition in their classes. It is clear that many factors combine to influence the rate of pupil repetition. To isolate the influence of teacher qualifications on pupil repetition and to determine the direct relationship between these factors require a more extensive investigation, which is beyond the scope of this study.

Because of the shortcomings of the statistical data collected for Kwazulu in 1979, it is important to take note of the findings of a similar investigation of the repetition phenomenon done by Verwey in the Ciskei during 1978. In this conclusion several references will be made to the investigation by Verwey.

It is interesting to note that Verwey (1979, p. 52) warns that the phenomenon of repeaters should be judged with exceptional caution, because the extensiveness of pupil repetition can depend upon internal factors such as the policy of pupil promotion of the education authority concerned. The percentage of repeaters may be artificially lowered and thus the situation may seem better than it really is. If principals and inspectors see the incidence of repeaters as a personal threat, it could result in an artificial reduction of the number of failures. A sudden raising of the promotion rate will result in fewer repeaters, but this will also have the effect of lowering the standards of educational qualifications. One should, therefore, guard against tackling

the problem itself instead of the factors responsible for its occurrence.

A high percentage of repeaters does not always prove that there are deficiencies within the educational system. It may even be an indication of the contrary. Pupils repeat standards because they are incapable of meeting the standards set by the educational authority concerned. High rates of pupil repetition and failure may be an indication of a high standard of education.

A high incidence of repeaters in the lower standards is generally succeeded by a lower percentage of repeaters in the higher standards. This has been the case in countries such as Equador, Thailand, Lesotho and Qwaqwa (see Table 4.3). On the other hand some of the countries showing a low percentage of repeaters in the lower standards have to contend with a high incidence of repeaters in the higher standards. Such examples are Dahomey, Transkei and Ciskei (see Verwey, 1979, p. 53).

A high percentage of repeaters may also mean that the educational system is not capable of preparing pupils to meet a stipulated standard within the prescribed period. In this study it was revealed that repeater percentages for classes which were examined externally by the Department of Education and Training were relatively high.

4.12.2 High repeater percentage

Even though there exists no optimal figure which represents the ideal percentage of repeaters in relation to pupil enrolment in a class, Table 4.3 showed that Kwazulu is one of the countries with the highest repeater percentages.

Between the years 1978 and 1979 there was a marked increase in the repeater percentages for all standards in Kwazulu. A sudden change in the repeater percentages can be attributed to various internal and external factors. The elimination of these internal and external factors is a lengthy process.

4.12.3 Primary vs secondary schools

Although the repeater percentages for Substandard A and Standard 5 were the highest, the percentage repeaters in the secondary schools

were on the whole slightly higher than in the primary schools. The general expectation is that there should be fewer repeaters in the secondary schools as these pupils have already gone through a process of elimination. This high repeater percentage in the secondary schools may be the result of too great a gap between the two school phases. Table 4.5 revealed that the percentage of repeaters in Standard 6, the first standard of the secondary phase, was higher than that for Standard 7. This lends support to the theory that the gap between the last standard of the primary phase and the first standard of the secondary phase is possibly too large.

4.12.4 Difference between boys and girls

More girls than boys are retained in the Kwazulu educational system (compare Section 4.4.3). If the number of pupils in Substandard A is taken as 100 per cent, the decrease in the number of the boys was very high. The percentage boys retained up to Standard 5 was only 36,2 per cent, while the percentage girls retained up to Standard 5 was 41,0 per cent. The relative percentage of girls in Standard 8 was higher than that of the boys, but the relative percentage of the boys who persevered up to Matric was slightly higher than that of the girls. This corresponds with findings by Verwey about the situation in the Ciskei in 1978.

4.12.5 Age and experience of teachers

Because of the great demand for education a large number of teachers must be trained annually. This is one of the reasons why the teachers of Kwazulu were in general very young. Of the total number of lower primary teachers 73,4 per cent were below 35 years and in possession of Standard 8 certificates. Of the total number of higher primary teachers 73,2 per cent were below 35 years and also in possession of Standard 8 certificates. These relatively young and poorly qualified teachers will be active in the educational system of Kwazulu for at least 30 to 40 years in future.

The differences in the repeater percentages of pupils taught by teachers with specific teaching experience were not great. Teachers whose experience was limited to four years had the highest repeater percentage, while teachers with experience between 10 and 14 years had the lowest repeater percentage.

4.12.6 Academic and professional training of teachers

The deficient academic qualifications of the teachers of the lower primary standards were not always the reason for pupils repeating. This was also found to be the case in the Ciskei (Verwey, 1979, p. 58). More repeaters occurred in the case of teachers who had had no professional training. Furthermore, a larger number of repeaters occurred in the case of teachers who possessed Standard 8 certificates than in the case of teachers with Standard 6 qualifications. As the teachers possessing Standard 6 certificates were mostly found in the age groups above 35 this phenomenon may be attributed to the larger measure of experience of these teachers. The repeater percentages were generally high for teachers with Standard 10 qualifications.

The majority of Kwazulu lower primary teachers had Standard 8 academic qualifications. However, a large percentage, namely 45,9 per cent possessed Standard 6 qualifications (compare Section 5.6.1). As in the Ciskei (Verwey, 1979, p. 57), the educational authorities of Kwazulu employed the teachers with lower qualifications for the lower standards. Of the teachers who taught Substandard A and Substandard B the majority possessed Standard 6 qualifications. However, the general trend regarding unqualified teachers was to use more teachers in possession of Standard 8 qualifications in the lower standards of the lower primary phase. Many professionally unqualified teachers are still employed in Kwazulu schools.

Since Kwazulu used teachers with lower qualifications in the lower primary classes where the pupil-teacher ratio is highest, a large number of pupils were taught by poorly qualified teachers.

4.12.7 Divergences between inspectoral circuits

Large divergences in the repeater percentages as coupled to teacher qualifications occurred in the different inspectoral circuits. It seems as though the promotion policy of the inspectoral circuit concerned plays a more important role in determining the incidence of repeaters than the qualifications of the teachers.

On the whole the repeater percentages for various inspectoral circuits in Kwazulu did not vary to a great extent. However, the difference between Umlazi North with 7,8 per cent repeaters, and Nongoma with 21,8 per cent repeaters was significant. Differences in the pupil promotion policy of the various inspectoral circuits may be one of the reasons for the divergences in the repeater percentages of the inspectorates.

4.12.8 Lower primary phase vs higher primary phase

In the higher primary phase the percentages of repeaters in the classes taught by teachers with Standard 10 qualifications were lower than for the teachers with the same qualifications who taught in the lower primary classes. Unqualified teachers in the higher primary phase had higher repeater percentages than their qualified colleagues.

4.12.9 Secondary schools

A similar study of the situation in the case of secondary pupils was not feasible for this research, because secondary pupils are not taught by one specific teacher. Repeaters in the secondary schools ought therefore rather to be studied according to school subject, whereafter it might be connected with the subject masters concerned. The incidence of secondary repeaters might conceivably be connected with quite different causes.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

It was stated that the purpose of this study was to describe the existing educational system of Kwazulu, while paying special attention to the twin problem of pupils leaving school early and repeating classes and in conclusion to make recommendations on the future development of this educational system. In order to see the key recommendations in the correct perspective a short summary of the existing Kwazulu educational system is necessary at this stage.

5.2 CONCLUDING REMARKS

5.2.1 Lower primary education

The main objective in the four year lower primary phase is to enable pupils to acquire functional literacy. By functional literacy is meant the ability to read and write one's mother tongue. It is realised that universal literacy is a pre-condition for the high level of economic development envisaged for Kwazulu.

One of the strategies for achieving universal functional literacy for a country is the implementation of compulsory education in the lower primary phase. The way towards the implementation of compulsory education is, however, usually frought with various problems, the solution of which becomes a pre-condition. Kwazulu has its own problems which will have to be solved before compulsory education can be introduced; the main ones, among others being the following:

- The pupil-teacher ratio of 61:1 in the lower primary phases is considered too high for effective teaching and must be reduced.

- Classroom accommodation and furniture are far from adequate.

It was revealed in Section 3.3.2 that an average of 58 pupils was accommodated in one classroom while over half a million pupils had no proper seating facilities.

- A high percentage of Kwazulu pupils leaves school before completing the lower primary school cycle.

- The qualifications of lower primary teachers are relatively low.

- The repeater percentages of lower primary pupils are relatively high.

- The financial costs involved in the implementation of compulsory education cannot be borne by Kwazulu at the present rate of financial resource allocations.

These problems cannot be solved overnight. Although there is a desire to introduce compulsory education immediately in Kwazulu, experience has shown that where school attendance has been made compulsory gradually, area by area, a high degree of success is achieved.

5.2.2 Higher primary education

The higher primary phase succeeds the lower primary and has a more or less similar aim. Of importance in the higher primary curriculum is the stress given to practical subjects, which has led to the establishment of departmental technical centres which boys in Standard 5 can attend during normal school hours.

In the higher primary phase the medium of instruction changes from Zulu to English beginning at Standard 3 level for all examination subjects except Zulu. The overall effect of the change on the pupil's performance in the examinations has not yet been assessed, but most principals believe that the medium of instruction has least significance on pupil repetition of classes.

This school phase is characterized among others by the following features:

- At the end of the fifth year of the seven year primary cycle more boys than girls leave the formal school system. The present economic situation is not geared to provide large scale employment for boys who leave school before completing their primary education. The presence of many boys in Kwazulu with an incomplete primary education may increase the unemployment problem.

- A relatively high percentage of the pupils in this phase repeat Standard 3 and Standard 5, the initial and final standards of the higher primary course. This trend would seem to indicate that pupils who reach Standard 3 having completed the lower primary course meet with problems in the higher primary classes, while the high percentage repeaters in Standard 5 might indicate that pupils are not being well prepared to meet the demands of the external examination of the Department of Education and Training.

5.2.3 Secondary education

In the secondary phase provision is made for three types of education, namely academic, technical and commercial. Post-primary trade and industrial training for boys and vocational training for girls are also provided in separate institutions.

Economic development is highly dependent on skills of the sort which are taught in post-primary institutions and for this reason Kwazulu has begun to diversify, albeit in a limited way, as much as possible the types of education offered at post-primary level in order to meet the various needs of the country's economy as envisaged in the economic plan for Kwazulu (see Section 3.4).

The distribution of Kwazulu pupils according to courses from 1972 to 1978 reveals that the percentage of the pupils who followed the ordinary academic stream in the secondary phase was the highest, while the percentage of those who followed technical and vocational training was the lowest. Enrolment in technical and vocational

training will in most cases be influenced by the demand of various skills and trades in Kwazulu and adjoining areas.

Pupil enrolment in the secondary phase has been increasing more rapidly. A large school population in the secondary phase is regarded as a good omen for the economic and social development of a country, because it is from the secondary school graduates that an adequate supply of teachers, technicians, agricultural officers, nurses, medical technologists, bookkeepers and other secondary level skills is produced. In Kwazulu, however, the percentage of pupil wastage on this level is disturbingly high as revealed in pupil repetition and dropout.

Another disturbing feature in Kwazulu secondary schools is the employment of a large number of underqualified teachers. The presence of insufficiently qualified teachers in large numbers in an educational system of a developing country is not an unusual phenomenon. Their presence might, however, contribute to the lowering of educational standards.

5.2.4 Teacher training

Only two types of teacher training courses are offered, namely the primary teachers course and the junior secondary teachers course. The junior secondary teachers course is offered at only two institutions, in spite of the tremendous growth in secondary school enrolment and the corresponding demand for teachers.

The massive enrolment growth in both the primary and secondary phases which has been taking place since 1972 and the expected pupil increase as shown in the pupil forecasts for the next five years pose a tremendous need for the expansion of teacher training facilities. There is at present concern about replacing the vast numbers of untrained and underqualified teachers who are present in Kwazulu schools and about the additional teachers who are and will be required to reduce the high pupil-teacher ratios to satisfactory proportions. Achieving the goal of free compulsory education as stated in the

Education Manifesto of Kwazulu will hinge on the availability of highly trained teaching personnel. However, the position does not look encouraging, because in the past few years the percentage output from the training colleges in Kwazulu has been declining while that of pupil enrolment has been increasing.

Although the overriding concern in Kwazulu education is for the production of teachers in terms of quantity, no educational system can hope to maintain high standards if the quality of its teachers is low. It is this concern about the quality of teachers which has prompted some countries to consider the academic calibre and the motivation of student teachers. In Kwazulu the stanine scores of students enrolled for teacher training at four training colleges between 1975 and 1978 declined from weak to exceptionally weak. Since these stanine tests are supposed to measure amongst other characteristics, the academic ability of a student, it would appear as though some student teachers in Kwazulu training schools were far below average in this respect.

5.2.5 In-service training of teachers

In most developing countries, the demand for more and better qualified teachers has given rise to the need to develop and improve in-service teacher training facilities. In-service training is seen as a form of initial training for the untrained teacher or as a method of upgrading qualified serving teachers or a means of refreshing and updating the mass of serving teachers without necessarily improving their professional and financial status.

Kwazulu saw the need to provide such in-service training facilities and accordingly in 1975 the Umlazi In-service Centre was opened. The centre is, however, limited in scope in that it only serves to provide refresher and up-dating courses for Kwazulu teachers, the training of unqualified teachers and the upgrading of the qualifications of qualified ones being beyond its scope.

In 1978 only 1 713 teachers attended the in-service training courses. When cognisance is taken of the fact that Kwazulu has a significant

proportion of unqualified and underqualified teachers who are in great need of in-service training, the need for expanding the in-service facilities becomes apparent.

The present dispensation whereby unqualified teachers who have taught for three years can attend a one year teachers course at Madadeni and qualify as teachers serves a useful purpose, but is inadequate in view of the urgent need of the vast number of trained teachers in Kwazulu.

5.2.6 Technical education

As a country progresses, its economy becomes increasingly diversified resulting in the need for manpower with new skills and abilities. Vocational and technical education in such a country become vital for the production of required manpower. Kwazulu has succeeded in establishing two technical high schools and one college for advanced technical education to meet these needs.

The growth of enrolment at these institutions will be dependent mainly upon the economic needs of the country. The total enrolment in technical institutions in Kwazulu does not show the same rate of increase as is the case in respect of the other courses.

5.2.7 Adult education

The expansion and development of adult education programmes is an essential and vital complement to the advance of formal education at all levels. In a region like Kwazulu where the dropout and repeater percentages in the primary schools are still high, expanded adult education programmes could inter alia serve to ensure that whatever literacy has been attained in the primary school is retained. According to the 1970 census as many as 47,9 per cent of the Zulu people were illiterate (Verwey, 1978, p. 28). While it is probable that this percentage has decreased after a period of ten years during which the school population in Kwazulu increased considerably, the fact is that universal literacy has not been accomplished.

Adult education programmes not only promote adult literacy, but are essential in promoting a productive understanding of the great social and technical changes which are facing adult members of the Zulu people.

The present adult education programme in Kwazulu which consists of 12 adult education centres where 126 teachers provide education for only 3 751 adults is far from adequate.

5.2.8 Psychological services

The psychological services in Kwazulu comprise guidance and counselling and are directed at helping pupils to adjust successfully to the school situation while at the same time providing them with valuable information regarding their future vocational careers.

The guidance service is an integral part of the educational programme and although the teaching - learning situation constitutes the heart of education it is made more meaningful through the aid and influence of the guidance service. The effectiveness of the guidance service in Kwazulu is hampered by the fact that the school counsellors are too few to discharge this service adequately. In 1978, of the 26 991 pupils enrolled in Standard 8, only 15 000 or 55,6 per cent were tested, while 11 991 or 44,4 per cent were not tested. The pupils in the lower primary phase were not tested at all.

5.2.9 Pupil repetition and dropouts

The phenomena of dropouts and pupil repetition characterise most educational systems of developing countries. Although these phenomena have been recognized for a long time, the realization that they contribute to excessive educational expenditure and to lowering the educational output has been made only recently. The first conference to direct its attention to these phenomena was held in Geneva in 1970.

Most developing countries regard these phenomena as normal and inherent in any educational system; hence statistics on them have not been

regarded as important. This study has revealed that dropouts and pupil repetition occur to a significant degree in the educational system of Kwazulu.

Repetition is regarded as wasteful since repeaters reduce the intake capacity of the class in which they repeat and thereby prevent other children from entering school or cause overcrowding of classrooms, thus increasing the costs as more classrooms and teachers have to be provided.

The causes of repetition may be internal in the system of education of a country as well as external in the socio-economic conditions of people. Principals in Kwazulu regard internal causes as the most important for the phenomenon of pupil repetition. This study was, however, concerned with the quality of the teacher measured in terms of qualifications and teaching experience as causative factors of pupil repetition.

The most important conclusions drawn from the investigation made in 1979 can be set out as follows:

- In the lower primary phase the low academic qualifications of teachers were not always the reason for a high percentage of repeaters.

- Professionally qualified teachers were at an advantage over the professionally unqualified since they had lower repeater percentages.

- Teachers with Standard 10 qualifications had the highest repeater percentages in the lower and higher primary phases.

The fact that teachers with higher academic qualifications had no significant advantage concerning pupil repetition leads one to believe that the type of professional teacher training received has more bearing on the phenomenon than academic education.

5.3 RECOMMENDATIONS

5.3.1 Primary education

- A school readiness programme and remedial education should be introduced in the substandards. Use could be made of existing programmes in an adapted form. This need arises because of the cultural background of the Zulu child.

- Compulsory primary education to achieve universal literacy and numeracy should receive high priority. The elimination of the factors that impede the implementation of compulsory education, for example unqualified teachers, inadequate accommodation and furniture and high pupil-teacher ratio should form the first step towards this end.

- The curriculum for the higher primary classes should be broadened to provide for greater orientation in practical subjects.

- Kwazulu should endeavour to establish more technical centres at strategic points throughout the territory. The present situation where only Standard 5 boys in the Edendale and Umlazi Areas receive technical orientation from Imbali and Lamontville technical centres is unsatisfactory.

- Causes for the high rate of dropouts should be investigated with a view to the elimination of the problem.

5.3.2 Secondary education

- Secondary education facilities should be expanded considerably. This is particularly important since it is from secondary school graduates that Kwazulu will derive high level manpower including teachers for primary schools.

- Planning for the eventual implementation of a differentiated system of education should begin immediately. As the secondary school population is expected to increase tremendously

in the near future, pupils with diverse abilities will likewise increase and must be catered for.

- Kwazulu could examine the idea of specialization for some of its secondary schools. This could be done by adopting a system of streaming in terms of which certain schools are upgraded in order to provide a better quality education to students of superior intelligence. Certain secondary schools could also be set aside for specialization in subjects such as Mathematics and Physical Science.

- High priority should be given to the provision of suitably qualified teachers to replace the vast number of the underqualified teachers in Kwazulu secondary schools.

5.3.3 Teacher training

- Owing to the overwhelming demand for teachers in Kwazulu, high priority should be given to increasing teacher training facilities either by expanding the student intake of the existing teacher training institutions or building new ones.

- Pre-school teacher training and remedial education should be offered at all the existing teacher training institutions.

- The selection of student teachers should be based on aptitude tests and academic ability. The Standard 8 certificate as a requirement for entry into teacher training courses should be abolished as soon as more students with Standard 10 qualifications become available for teacher training.

- The establishment of a senior secondary teacher training institution should be a high priority. At present Kwazulu depends upon the products of the University of Zululand for senior secondary teaching personnel. In the past these teachers have been far from adequate for Kwazulu needs.

5.3.4 In-service training

- The scope of the present in-service training centre at Umlazi should be expanded to include upgrading courses for qualified serving teachers and initial teacher training for unqualified teachers.

- The accommodation facilities at the centre need to be expanded considerably so as to accommodate more teachers per course.

5.3.5 Technical education

- There is an urgent need for research into the Black manpower situation in Kwazulu and the adjoining areas. Findings of such research would enable technical education planners to organise technical education courses according to the needs of the country. This would in turn stimulate more interest in technical education among Kwazulu pupils.

5.3.6 Adult education and non-formal education

- As Kwazulu has the objective of attaining universal literacy for all its citizens, high priority should be given to increasing the number of adult education centres. These centres should be spread to rural areas as well where illiteracy is most prevalent.

- The training of teachers in literacy tuition for adults should be given high priority.

- In view of the high dropout rate in the primary cycle, a programme of non-formal education should be considered. The content of such a programme should be adapted to the needs of the recipients, while taking account of the social and economic world in which the Zulu adult lives. Coombs's perspective in this respect that the success of non-formal education depends on whether the right education for the particular learners at

the particular place and time is given, becomes relevant for Kwazulu.

5.3.7 Psychological services

- Enough personnel should be recruited for the psychological services to serve all pupils from Substandard A to Standard 10.

- Guidance to Substandard A teachers regarding remedial teaching and school readiness should be undertaken as soon as sufficient manpower is available.

- Greater emphasis must be given to career counselling and guidance to Standard 6 and 7 pupils in order to enable them to make suitable choices of subjects for their future careers.

5.3.8 Pupil repetition and dropouts

- Efforts should be made to eliminate internal factors, such as understaffing, insufficient textbooks, inadequate accommodation and equipment which contribute significantly to the phenomenon of pupil repetition and dropouts.

- Co-operation between parents and teachers should be fostered to reduce the incidence of irregular attendance and dropouts.

5.3.9 General recommendations

(a) Identification of national ideals and curriculum reform

The curriculum is the most obvious and direct means in the whole educational organization of transmitting national ideals from the older to the younger generation.

In common with other Black territories in Southern Africa Kwazulu is experiencing a change from the traditional way of life to the western type of living and this has in a way blurred

the true national ideals of the Zulu people. There is therefore a need for research aimed at identifying the true national ideals and aspirations of the Zulu nation at the present stage of cultural change.

Only after such research has been done, can meaningful curriculum reform be undertaken and can the curriculum be made more relevant to the Zulu cultural situation.

(b) Need for planning and manpower surveys

Education cannot make its fullest contribution to economic development unless it is particularly geared to the needs of economic development. These needs may differ at different stages of economic development and at different places. It is possible to have too much education of a certain type in the sense of producing more pupils with one particular type of training than the economy is able to absorb in the current phase of development. This is particularly relevant for Kwazulu where the demand for the academic type of education seems to be rising each year. Kwazulu may find itself producing more academic school leavers who are not equipped to make a living in the present economic development of the territory.

For this reason Kwazulu education needs to be planned continuously in relation to the economic development of the country. Manpower surveys should become a regular feature so that education can be geared towards producing the type of school leavers who will possess the various skills needed by the economy of the country.

APPENDIX A

FORM WITH RESPECT TO REPEATERS[1] KWAZULU 1979

School ..... Circuit .....

Classes	Enrolment[2]			Repeaters[1]		
	Boys	Girls	Total	Boys	Girls	Total
Sub A			..			
Sub B			..			
Std 1			..			
Std 2			..			
Std 3			..			
Std 4			..			
Std 5			..			
Form I ...			..			
Form II ..			..			
Form III .			..			
Form IV ..			..			
Form V ...			..			

....
Principal Date

....
Inspection Circuit Date

[1] Repeaters are students who failed their present standard and who, at the moment, are repeating the standard.

[2] The enrolment of 1979, including the repeaters.

1. This is a standard questionnaire used by RUEP, UDFS.

OPTIONAL

What do you consider the main reasons for the presence of repeaters?

QUESTIONNAIRE A.2

SCHOOL : .....

CIRCUIT : ..... DATE: .....

SIGNATURE OF PRINCIPAL .....

Circuit/Chief Inspector/Planner

RANK	REASONS
	Irregular attendance by pupils
	Undernourishment of pupils
	Understaffing - high pupil-teacher ratio
	Insufficient textbooks
	Inadequate teaching aids
	Underqualified and professionally unqualified teachers
	Fatigue caused by travelling long distances to school
	Inadequate accommodation (desks, classrooms, schools)
	Syllabus too long
	Syllabus too difficult
	Medium of instruction
	Lack of co-operation between parents and teachers
	Mental retardation
	Poor study facilities at home
	Teachers are not motivated/Teachers lack dedication
	Automatic promotion in the L.P. classes
	Lack of pre-school education

QUESTIONNAIRE A.3

Department of Education and Culture
Private Bag X04
ULUNDI
3838

31.07.1979

URGENT

TO ALL:
PRINCIPALS OF SCHOOLS
KWAZULU GOVERNMENT SERVICE

QUESTIONNAIRE ON QUALIFICATIONS, SEX, AGE, CLASSES TAUGHT AND EXPERIENCE IN YEARS

All Principals of schools are urgently requested to complete the questionnaire which appears below as accurately as possible and to return it to the Secretary attention Mr S.B. Mdluli, Department of Education and Culture, Private Bag X04, Ulundi 3838, before 15/08/1979.

Please give priority to this questionnaire. All the teachers on the Staff must appear in the appropriate column. Secondary School teachers should enter the subjects they teach in the appropriate column.

SECRETARY FOR EDUCATION AND CULTURE

TEACHERS BY QUALIFICATIONS, SEX, AGE, CLASSES TAUGHT

SCHOOL: .....

CIRCUIT: .....

	NAME OF TEACHER	QUALIFICATIONS ACADEMIC PROFESSIONAL	SEX	AGE	CLASSES TAUGHT/ SUBJECTS	ENROL-MENT IN CLASS	EXPERI-ENCE IN YEARS
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

---/2

NAME OF TEACHER	ENROLMENT	REPEATERS	CLASSES/ STANDARDS TAUGHT	QUALIFICATIONS		AGE OF TEACHER	EXPERIENCE IN YEARS	MALE OR FEMALE
				ACADEMIC	PROFESSIONAL			

APPENDIX B

TABLE B.1 KWAZULU - STATISTICS ON REPEATERS, 1978

CLASS	ENROLMENT		REPEATERS	
	BOYS	GIRLS	BOYS	GIRLS
SSA	74 674	67 626	15 092	10 727
SSB	55 071	51 727	8 771	5 469
STD 1	51 487	43 106	8 303	5 505
STD 2	48 114	40 757	4 842	3 232
Sub-total	229 346	203 216	37 008	24 933
TOTAL	432 562		61 941	
STD 3	36 815	33 997	5 027	3 908
STD 4	27 023	27 056	3 103	2 791
STD 5	25 581	26 951	4 648	3 746
Sub-total	89 419	88 004	12 778	10 445
TOTAL	177 423		23 223	
STD 6	18 251	20 708	2 612	3 202
STD 7	16 019	18 314	1 811	2 298
STD 8	10 234	13 295	1 135	1 507
Sub-total	44 504	52 317	5 558	7 007
TOTAL	96 821		12 565	
STD 9	2 921	3 026	721	276
STD 10	1 292	1 228	70	55
Sub-total	4 213	4 254	791	331
TOTAL	8 467		1 122	
GRAND TOTAL	715 273		98 851	

TABLE 8.2 KWAZULU - ENROLMENT AND REPEATERS ACCORDING TO SEX, 1979

CIRCUIT	SSA		SSB		STD 1		STD 2		STD 3		STD 4		STD 5		STD 6		STD 7		STD 8		STD 9		STD 10	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1. Bergville																								
Enrolment	3742	3451	2919	2617	2815	2148	2148	2093	2139	2117	1723	1936	1713	1642	1016	1099	840	1046	699	864	320	317	90	74
Repeaters	630	455	462	193	460	276	233	131	280	225	275	216	441	327	174	209	134	156	81	131	18	16	3	0
% Repeaters	16,8	13,2	15,8	7,4	16,3	12,8	10,8	6,3	13,1	10,6	16,0	11,2	25,7	19,9	17,1	19,0	16,0	14,9	11,6	15,2	5,6	5,0	3,3	0,0
2. Edendale																								
Enrolment	4658	4272	3169	3003	3077	2819	2427	2224	2304	2385	1978	2092	1876	1922	1555	1680	1129	1224	693	868	249	244	84	108
Repeaters	932	741	548	340	592	375	391	293	340	288	208	201	408	293	473	487	221	275	66	129	26	21	3	3
% Repeaters	20,0	17,3	17,3	11,3	19,2	13,3	16,1	13,2	14,8	12,1	10,5	9,6	21,7	15,2	30,4	29,0	19,6	22,5	9,5	14,9	10,4	8,6	3,6	2,8
3. KwaMashu																								
Enrolment	3169	2866	2328	2340	2011	1832	1675	1716	1712	1765	1459	1701	1855	1858	1165	1325	1386	1330	1148	1295	805	785	267	304
Repeaters	459	311	182	279	248	181	193	126	200	184	155	182	517	482	191	207	215	255	138	178	89	78	4	0
% Repeaters	14,5	10,9	7,8	11,9	12,3	9,9	11,5	7,3	11,7	10,4	10,6	10,7	27,9	25,9	16,4	15,6	15,5	19,2	12,0	13,7	11,1	9,9	1,5	0,0
4. Madadeni																								
Enrolment	4446	4157	3740	3389	3208	3258	1734	2716	3078	2735	2085	2449	1956	2189	1511	1750	1200	1540	921	1378	267	261	99	57
Repeaters	971	873	635	437	595	405	432	341	375	430	290	367	329	394	337	453	243	413	192	317	27	19	2	2
% Repeaters	21,8	21,0	17,0	12,9	8,5	12,4	24,9	12,6	12,2	15,4	13,9	15,0	16,8	18,0	22,3	25,9	20,3	26,8	20,8	23,0	10,1	7,3	2,0	3,5
5. Mahlabathini																								
Enrolment	5576	3228	2676	2418	2442	2158	1819	1669	1628	1371	1199	1134	1091	1088	669	641	555	682	509	679	129	140	50	76
Repeaters	723	606	423	264	414	228	215	113	261	196	143	140	265	249	69	104	56	69	81	156	2	3	0	0
% Repeaters	13,0	18,8	15,8	10,9	17,0	10,6	11,8	6,8	16,0	12,5	11,9	12,1	24,3	22,9	10,3	16,2	10,1	10,1	15,9	23,0	1,6	2,1	0,0	0,0

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TABLE B.2 (CONTINUED)

CIRCUIT	SSA		SSB		STD 1		STD 2		STD 3		STD 4		STD 5		STD 6		STD 7		STD 8		STD 9		STD 10	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
6. Maphumulo																								
Enrolment	2893	2488	2244	2035	1913	1849	2050	1368	1555	1375	1099	1047	1079	1042	556	540	259	713	389	459	88	120	52	45
Repeaters	608	389	306	179	337	163	175	114	209	126	169	95	210	159	86	75	70	80	23	35	0	0	0	0
% Repeaters	21,0	15,6	13,6	8,8	17,6	8,8	8,5	8,3	13,4	9,2	15,4	9,1	19,5	15,3	15,5	13,9	27,0	11,2	5,9	7,6	0,0	0,0	0,0	0,0
7. Mnambithi																								
Enrolment	3167	2709	2639	2225	2283	2215	1956	1921	1789	1821	1409	1589	1312	1435	502	713	554	842	510	738	95	91	48	27
Repeaters	642	493	484	258	384	315	250	171	340	276	211	314	366	415	100	180	93	173	98	149	19	20	0	0
% Repeaters	20,3	18,2	18,3	11,6	16,8	14,2	12,8	8,9	19,0	15,2	15,0	19,8	27,9	28,9	19,9	25,2	16,8	20,5	19,2	20,2	20,0	22,0	0,0	0,0
8. Mpumalanga																								
Enrolment	4054	3388	3188	2758	2780	2583	2236	1995	2223	2027	1788	1640	1599	1615	1207	1242	1998	1195	913	1188	233	185	95	48
Repeaters	912	673	580	384	531	426	315	205	421	302	254	180	351	295	185	251	171	208	135	193	12	5	0	1
% Repeaters	22,5	19,9	18,2	13,9	19,1	16,5	14,1	10,3	18,9	14,9	14,2	11,0	22,0	18,3	15,3	20,2	8,6	17,4	14,8	16,2	5,2	2,7	0,0	2,1
9. Msinga																								
Enrolment	3540	2571	2787	2106	2540	1895	2130	1544	1840	1191	1248	960	1129	967	938	642	780	760	542	610	107	133	21	35
Repeaters	549	309	322	189	294	160	165	89	195	111	85	50	147	137	105	92	78	103	72	99	6	13	0	0
% Repeaters	15,5	12,0	11,6	9,1	11,6	8,4	7,7	5,8	10,6	9,3	6,8	5,2	13,0	14,2	11,2	10,9	10,0	13,6	13,3	16,2	5,6	9,8	0,0	0,0
10. Mtubatuba																								
Enrolment	5192	4678	4124	3494	2257	3487	3045	2627	2626	2245	1876	1774	1672	1497	1483	1279	1039	1131	888	1003	177	157	59	42
Repeaters	1130	1086	1177	407	551	357	330	188	278	199	194	124	221	134	143	170	106	124	178	198	6	4	4	1
% Repeaters	21,8	23,2	28,5	11,6	24,4	10,2	10,8	7,2	10,6	8,9	10,3	7,0	13,2	9,0	9,6	13,3	10,2	11,0	20,0	19,7	3,4	2,5	6,8	2,4

TABLE B.2 (CONTINUED)

CIRCUIT	SSA		SSB		STD 1		STD 2		STD 3		STD 4		STD 5		STD 6		STD 7		STD 8		STD 9		STD 10	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
11. Mtunzini																								
Enrolment	3976	3326	2931	2722	2764	2455	2282	2027	2129	1987	1792	1483	1447	1360	1095	1083	925	922	725	781	255	222	156	116
Repeaters	806	524	442	305	338	231	195	145	296	215	194	144	193	165	173	168	94	108	123	191	5	5	1	0
% Repeaters	20,3	15,8	15,1	11,2	12,2	9,4	8,5	7,2	13,9	10,8	10,8	9,7	13,3	12,1	15,8	15,5	10,2	11,7	17,0	24,5	2,0	2,3	0,6	0,0
12. Ndwedwe																								
Enrolment	4070	3763	3374	2974	2837	2657	2503	2112	2315	2127	1705	1632	1527	1474	1063	1080	793	966	699	810	338	410	98	180
Repeaters	699	476	337	237	368	204	255	165	291	198	180	123	269	169	99	100	58	49	78	73	27	30	2	3
% Repeaters	17,2	12,6	10,0	8,0	13,0	7,7	10,2	7,8	12,6	9,3	10,6	7,5	17,6	11,5	9,3	9,3	7,3	5,1	11,2	9,0	8,0	7,3	2,0	1,7
13. Nkandla																								
Enrolment	2896	2264	2126	1699	1897	1523	1517	1192	1292	1038	987	808	889	733	484	551	420	464	390	482	92	132	35	62
Repeaters	757	449	421	205	383	199	213	113	182	122	117	76	199	290	48	79	61	74	65	109	5	5	0	0
% Repeaters	26,2	19,8	19 8	12,1	20,2	13,1	14,0	9,5	14,1	11,8	11,9	9,4	22,4	39,6	9,9	14,3	14,5	15,9	16,7	22,6	5,4	3,8	0.0	0.0
14. Nongoma																								
Enrolment	4404	4146	3634	3268	3003	2843	2374	2176	1746	2032	1355	1426	1347	1344	949	1089	738	883	567	658	145	156	31	27
Repeaters	1336	1039	847	689	686	400	344	219	532	378	232	152	289	309	194	252	121	123	120	117	16	20	2	1
% Repeaters	30,3	25,1	23,3	21,1	22,8	14,1	14,5	10,1	30,5	18.4	17,1	10,7	21,5	23,0	20,4	23,1	16,4	13,9	21,2	26.9	11,0	12,8	6,5	3,7
15. Nqutu																								
Enrolment	4715	4346	3437	3086	2901	2711	2255	2310	2073	2320	1489	1617	1366	1541	730	1006	928	1185	741	880	132	181	40	47
Repeaters	947	814	534	344	515	338	279	252	482	363	240	229	489	343	88	108	107	141	128	160	4	4	2	0
% Repeaters	20,1	18,7	15,5	11,1	17,8	12,5	12,4	10,9	23,3	15,6	16,1	14,2	35,8	22,3	12,1	10,7	11,5	11,9	17,3	18,2	3,0	2,2	5,0	0,0

TABLE B.2 (CONTINUED)

CIRCUIT	SSA		SSB		STD 1		STD 2		STD 3		STD 4		STD 5		STD 6		STD 7		STD 8		STD 9		STD 10	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
16. Pholela																								
Enrolment	4231	3449	2619	2524	2572	2421	2107	2057	1554	1671	1508	1440	1464	1328	866	927	571	871	545	589	110	180	43	45
Repeaters	990	736	560	342	540	306	277	182	161	197	166	156	366	287	104	174	74	119	73	121	4	8	0	0
% Repeaters	23,4	21,3	21,4	13,5	21,0	12,6	13,1	8,8	10,4	11,8	11,0	10,8	25,0	21,6	12,0	18,8	13,0	13,7	13,4	20,5	3,6	4,4	0,0	0,0
17. Port Shepstone																								
Enrolment	3883	3861	2985	2743	2575	2675	2000	2001	1798	1776	1339	1449	1203	1285	713	886	679	878	846	1137	204	240	117	148
Repeaters	873	701	500	333	438	324	277	221	296	293	196	192	299	268	101	125	120	148	263	337	0	0	0	0
% Repeaters	22,5	18,2	16,8	12,1	17,0	12,1	13,9	11,0	16,5	16,5	14,6	13,3	24,9	20,9	14,2	14,1	17,7	16,9	31,1	29,6	0,0	0,0	0,0	0,0
18. Ubombo																								
Enrolment	2555	3279	1978	1930	1712	1601	1249	1309	2468	715	700	698	609	643	427	498	279	289	275	300	66	67	0	0
Repeaters	515	446	297	252	264	200	146	109	145	104	76	56	54	74	51	53	41	37	56	45	8	5	0	0
% Repeaters	20,2	13,6	15,0	13,1	15,4	12,5	11,7	8,3	5,9	14,5	10,9	8,0	8,9	11,5	11,9	10,6	14,7	12,8	20,4	15,0	12,1	7,5	0,0	0,0
19. Umbumbulu																								
Enrolment	3636	3399	3192	2363	2445	2082	1972	1912	1722	1442	1373	1161	1190	992	864	723	862	874	763	940	467	407	168	153
Repeaters	914	599	644	343	383	244	227	192	212	178	144	90	177	102	109	78	100	119	130	192	26	37	3	1
% Repeaters	25,1	17,6	20,2	14,5	15,7	11,7	11,5	10,0	12,3	12,3	10,5	7,8	14,8	10,3	12,6	10,8	11,6	13,6	17,0	20,4	5,6	9,1	1,8	0,7
20. Umlazi North																								
Enrolment	1680	1665	1229	1266	1126	1107	992	917	1142	1131	1130	1165	1178	1188	975	1047	818	983	909	1052	496	580	249	297
Repeaters	304	222	186	76	111	55	80	40	111	73	91	65	261	185	72	67	66	99	175	162	52	41	7	0
% Repeaters	18,1	13,3	15,1	6,0	9,9	5,0	8,1	4,4	9,7	6,5	8,1	5,6	22,2	15,6	7,4	6,4	8,1	10,1	19,3	15,4	10,5	7,1	2,8	0,0

TABLE B.2 (CONTINUED)

CIRCUIT	SSA		SSB		STD 1		STD 2		STD 3		STD 4		STD 5		STD 6		STD 7		STD 8		STD 9		STD 10	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
21. Umlazi South																								
Enrolment	1645	1477	1451	1393	1310	1306	1065	1001	1194	1244	1002	999	988	958	833	849	820	862	919	1054	494	361	242	152
Repeaters	240	153	127	100	119	72	82	38	113	79	83	85	214	153	86	68	106	122	142	142	21	17	10	1
% Repeaters	14,6	10,4	8,8	7,2	9,1	5,5	7,7	3,8	9,5	6,4	8,3	8,5	21,7	16,0	10,3	8,0	12,9	14,2	15,5	13,5	4,3	4,7	4,1	0,7
22. Umzinto																								
Enrolment	3314	2928	2572	2268	2204	1844	1806	1550	1678	1438	1172	1126	1404	1154	603	613	559	630	609	736	171	212	100	71
Repeaters	735	568	503	302	395	241	238	213	239	180	333	91	402	301	169	109	50	57	159	182	27	24	4	1
% Repeaters	22,2	19,4	19,6	13,3	17,9	13,1	13,2	13,7	14,2	12,5	28,4	8,1	28,6	26,1	28,0	17,8	8,9	9,0	26,0	24,7	15,8	11,3	4,0	1,4
23. Umzumbe																								
Enrolment	3420	3044	2701	2387	2194	1898	1728	1653	1760	1632	1350	1191	1230	1277	840	892	800	972	656	780	60	80	62	58
Repeaters	837	624	471	266	422	225	284	193	321	244	176	88	268	250	121	159	106	146	165	242	9	25	1	0
% Repeaters	24,5	20,5	17,4	11,1	19,2	11,9	16,4	11,7	18,2	15,0	13,0	7,4	21,8	19,6	14,4	17,8	13,3	15,0	25,2	31,0	15,0	31,3	1,6	0,0
TOTAL ENROLMENT	84860	74755	64043	57008	54866	51367	45070	42090	43765	39865	32766	32537	31124	30532	21044	22355	18932	21242	15856	19281	5500	5661	2206	2172
REPEATERS	17509	13287	10988	6742	9368	5925	5596	3853	6280	4961	4212	3416	6735	5781	3278	3768	2491	3198	2741	3658	409	400	48	14
% REPEATERS	20,6	17,8	17,2	11,8	17,1	11,5	12,4	9,2	14,3	12,4	12,9	10,5	21,6	18,9	15,6	16,9	13,2	15,1	17,3	19,0	7,4	7,1	2,2	0,6

GRAND TOTAL

ENROLMENT 818897

REPEATERS 124658

% REPEATERS 15,2

APPENDIX C

TABLE C.1 KWAZULU - ACADEMIC QUALIFICATIONS OF PROFESSIONALLY QUALIFIED LOWER PRIMARY TEACHERS, 1979 *

CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	70	99	1	170
Edendale	98	122	8	228
KwaMashu	58	84	2	144
Madadeni	107	132	-	239
Mahlabatini	76	44	-	120
Maphumulo	52	111	1	164
Mnambithi	83	153	3	239
Mpumalanga	85	120	1	206
Msinga	75	53	1	129
Mtubatuba	93	150	1	244
Mtunzini	80	189	1	270
Ndwedwe	133	120	2	255
Nkandla	86	53	-	139
Nongoma	58	91	-	149
Nqutu	117	103	-	220
Pholela	84	91	-	175
Port Shepstone	98	88	2	188
Ubombo	30	27	1	58
Umbumbulu	131	109	12	252
Umlazi North	57	43	13	113
Umlazi South	69	48	13	130
Umzinto	111	119	14	244
Umzumbe	139	106	10	255
TOTAL	1 990	2 255	86	4 331

* Actual number of teachers.

TABLE C.2 KWAZULU - ACADEMIC QUALIFICATIONS OF PROFESSIONALLY UNQUALIFIED TEACHERS IN LOWER PRIMARY SCHOOLS, 1979 [x]

CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	21	44	-	65
Edendale	4	40	-	44
KwaMashu	1	6	-	7
Madadeni	2	17	-	19
Mahlabathini	35	77	10	112
Maphumulo	13	46	12	71
Mbambithi	5	22	2	29
Mpumalanga	1	25	1	27
Mpinga	48	78	5	131
Ntubatuba	48	75	-	123
Ntumzini	6	36	1	43
Nduedue	26	44	2	72
Nkandla	40	87	-	127
Nongoma	37	148	26	211
Nqutu	60	96	6	162
Pholela	48	58	-	106
Port Shepstone	3	23	4	30
Ubombo	93	142	4	239
Umbumbulu	27	20	1	48
Umlazi North	-	-	-	-
Umlazi South	-	-	-	-
Umzinto	11	52	11	74
Umzumbe	37	40	2	79
TOTAL	566	1 176	87	1 829

x Actual number of teachers.

TABLE C.3 KWAZULU - ACADEMIC QUALIFICATIONS OF TEACHERS PER STANDARD, 1979

PROFESSIONALLY QUALIFIED				
QUALIFICATIONS STANDARD TAUGHT	STD 6	STD 8	STD 10	TOTAL
SSA	861	724	25	1 610
SSB	634	597	55	1 286
STD 1	390	712	16	1 118
STD 2	433	626	13	1 072
Sub-total	2 318	2 659	109	5 086
STD 3	363	921	81	1 365
STD 4	265	846	62	1 173
STD 5	45	1 030	122	1 197
Sub-total	673	2 797	265	3 735
TOTAL	2 991	5 456	374	8 821
PROFESSIONALLY UNQUALIFIED				
SSA	194	252	22	468
SSB	206	366	24	596
STD 1	203	405	33	641
STD 2	137	363	36	536
Sub-total	740	1 386	115	2 241
STD 3	21	243	47	311
STD 4	7	139	28	174
STD 5	5	34	21	60
Sub-total	33	416	96	545
TOTAL	773	1 802	211	2 786
GRAND TOTAL	3 764	7 258	585	11 607

TABLE C.4 KWAZULU - ACADEMIC QUALIFICATIONS OF PROFESSIONALLY QUALIFIED LOWER PRIMARY TEACHERS PER INSPECTORAL CIRCUIT, 1979 [x]

QUALIFICATIONS / INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	82	120	1	203
Edendale	139	130	12	281
KwaMashu	75	94	2	171
Madadeni	117	156	-	273
Mahlabatini	83	51	-	134
Maphumulo	67	116	1	184
Mbambithi	90	173	3	266
Mpumalanga	104	134	1	239
Msinga	82	85	2	169
Ntubatuba	126	189	4	319
Ntuzuzini	95	214	1	310
Edwedwe	154	138	3	295
Nkandla	96	64	-	160
Nongoma	78	123	-	201
Nqutu	125	126	-	261
Pholela	104	118	-	222
Port Shepstone	108	113	2	223
Ubombo	46	40	1	87
Umbumbulu	139	117	16	272
Umlazi North	65	56	15	136
Umlazi South	77	61	15	153
Umzinto	119	128	16	263
Umzumbe	147	113	14	274
TOTAL	2 318	2 659	109	5 086

[x] Number of teachers per classes taught.

TABLE C.5 KWAZULU - ACADEMIC QUALIFICATIONS OF PROFESSIONALLY UNQUALIFIED LOWER PRIMARY TEACHERS PER INSPECTORAL CIRCUIT, 1979 *

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	53	55	-	108
Edendale	8	48	-	56
KwaMashu	1	9	-	10
Madadeni	4	28	-	32
Mahlabatini	50	88	16	154
Maphumulo	20	50	16	86
Mbumbithi	12	39	2	53
Mpumalanga	1	33	1	35
Msinga	52	84	6	142
Mtubatuba	67	81	-	148
Mtunzini	8	71	3	82
Ndwedwe	36	54	2	92
Nkandla	47	93	-	140
Nongoma	51	156	31	238
Nqutu	67	104	11	182
Pholela	54	62	-	116
Port Shepstone	6	34	6	46
Uhombo	103	150	5	258
Umbumbulu	43	27	1	71
Umlazi North	-	-	-	-
Umlazi South	-	-	-	-
Umzinto	12	70	13	95
Umzumbe	45	50	2	97
TOTAL	740	1 386	115	2 241

* Number of teachers per classes taught.

TABLE C.6 KWAZULU - AGE DISTRIBUTION OF PROFESSIONALLY QUALIFIED PRIMARY TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

LOWER PRIMARY

AGE	STD 6	STD 8	STD 10	TOTAL
20-24	-	580	6	586
25-29	75	199	14	788
30-34	329	375	15	719
35-39	441	176	12	629
40-44	437	154	23	614
45-49	368	153	12	533
50-54	180	68	4	252
55-59	120	34	-	154
60-64	38	16	-	54
65-	2	-	-	2
TOTAL	1 990	2 255	86	4 331

HIGHER PRIMARY

20-24	-	618	7	625
25-29	24	835	45	904
30-34	64	463	32	559
35-39	65	190	20	275
40-44	77	182	25	284
45-49	123	176	46	345
50-54	77	79	14	170
55-59	73	51	7	131
60-64	28	20	6	54
65-	6	1	-	7
TOTAL	573	2 615	202	3 354
GRAND TOTAL	2 527	4 870	288	7 685

TABLE C.7 KWAZULU - NUMBER OF PRIMARY PUPILS TAUGHT BY TEACHERS WITH SPECIFIC TEACHING EXPERIENCE, 1979

LOWER PRIMARY

TEACHING EXPERIENCE IN YEARS	NUMBER OF TEACHERS	ENROLMENT	REPEATERS	PERCENTAGE
0-4	2 269	124 091	19 323	15,6
5-9	1 507	93 973	14 289	15,2
10-14	1 332	86 657	12 432	14,3
15+	2 219	145 995	22 236	15,2
TOTAL	7 327	450 716	68 280	15,1

HIGHER PRIMARY

0-4	1 482	67 240	10 425	15,5
5-9	1 020	49 487	7 535	15,2
10-14	747	32 151	4 732	14,7
15+	1 031	47 591	7 144	15,0
TOTAL	4 280	196 469	29 836	15,2

TABLE C.8 KWAZULU - NUMBER OF PRIMARY PUPILS TAUGHT BY PROFESSIONALLY QUALIFIED TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS PUPILS TAUGHT	STD 6		STD 8		STD 10		TOTAL	
	ENROL.	REPEAT.	ENROL.	REPEAT.	ENROL.	REPEAT.	ENROL.	REPEAT.
SSA	57 564	11 235	49 665	9 695	3 210	647	110 439	21 577
SSB	42 018	5 763	39 295	5 685	1 068	125	82 381	11 573
STD 1	30 352	3 537	40 166	5 324	915	210	71 433	9 071
STD 2	25 387	2 586	37 338	4 095	853	109	63 578	6 790
TOTAL	155 321	23 121	166 464	24 799	6 046	1 091	327 831	49 011
STD 3	17 383	2 568	43 897	6 058	4 147	453	65 427	9 079
STD 4	11 741	1 283	40 572	4 709	2 906	329	55 219	6 321
STD 5	3 796	1 041	44 449	8 697	4 362	1 027	52 607	10 765
TOTAL	32 920	4 892	128 918	19 464	11 415	1 809	173 253	26 165

TABLE C.9 KWAZULU - NUMBER OF PRIMARY PUPILS TAUGHT BY PROFESSIONALLY UNQUALIFIED TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS, 1979

QUALIFICATIONS OF TEACHERS / PUPILS TAUGHT BY THEM	STD 6 ENROLM.	STD 6 REPEAT.	STD 8 ENROLM.	STD 8 REPEAT.	STD 10 ENROLM.	STD 10 REPEATERS	TOTAL ENROLM.	TOTAL REPEAT.
LOWER PRIMARY								
SSA	10 642	2 317	18 804	3 949	1 314	416	30 760	6 682
SSB	12 101	1 842	22 039	3 085	1 592	286	35 732	5 213
STD 1	10 278	1 386	21 403	2 942	1 878	356	33 559	4 684
STD 2	6 493	678	15 127	1 820	1 214	192	22 834	2 690
TOTAL	39 514	6 223	77 373	11 796	5 998	1 250	122 885	19 269
HIGHER PRIMARY								
STD 3	950	92	9 120	1 672	2 617	455	12 687	2 219
STD 4	70	7	6 995	720	1 010	137	7 475	864
STD 5	165	16	1 856	301	1 033	271	3 054	588
TOTAL	1 185	115	17 971	2 693	4 660	863	23 216	3 671

TABLE C.10 KWAZULU - NUMBER OF PUPILS IN THE CLASSES OF PROFESSIONALLY QUALIFIED LOWER PRIMARY TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS PER INSPECTORAL CIRCUIT, 1979

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6		STD 8		STD 10		TOTAL	
	ENROLM.	REPEAT.	ENROLM.	REPEAT.	ENROLM.	REPEAT.	ENROLM.	REPEAT.
Bergville	6 116	577	7 814	1 542	69	14	13 999	2 133
Edendale	11 544	1 769	9 083	1 488	866	135	21 493	3 392
KwaMashu	7 138	824	8 288	924	133	17	15 599	1 765
Madadeni	8 639	1 080	9 817	1 881	-	-	18 455	2 961
Mahlabatini	6 203	835	3 541	606	-	-	9 744	1 441
Maphumulo	4 230	619	5 368	729	40	8	9 638	1 356
Mbambithi	6 346	853	8 812	1 599	487	60	15 645	2 512
Mpumalanga	8 273	1 393	11 818	1 549	41	5	20 132	2 947
Mzinga	5 379	529	5 517	613	64	13	10 960	1 155
Mtubatuba	7 618	1 453	11 984	1 858	179	65	19 781	3 376
Ntunzini	7 295	1 261	9 434	1 054	66	4	16 795	2 319
Nduedue	8 620	1 007	8 042	882	122	27	16 784	1 916
Nkandla	4 577	796	3 874	817	-	-	8 451	1 613
Nongoma	5 029	1 119	7 068	1 341	-	-	12 097	2 460
Nqutu	7 823	1 211	6 081	994	-	-	13 904	2 205
Pholela	6 403	1 134	8 872	1 172	-	-	15 275	2 306
Port Shepstone	9 202	1 626	8 894	1 258	46	10	18 142	2 894
Ubombo	2 804	416	3 239	387	58	5	6 101	808
Umbumbulu	7 961	1 276	8 087	1 265	872	193	16 920	2 734
Umlazi North	4 299	482	4 616	477	685	61	9 600	1 020
Umlazi South	4 918	388	4 644	376	877	129	10 439	893
Umzinto	5 838	1 070	7 464	1 250	906	191	14 208	2 511
Umzumbe	9 067	1 403	4 107	737	535	154	13 709	2 294
TOTAL	155 321	23 121	166 464	24 799	6 046	1 091	327 831	49 011

TABLE C.11 KWAZULU - NUMBER OF PUPILS IN THE CLASSES OF PROFESSIONALLY UNQUALIFIED LOWER PRIMARY TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS PER INSPECTORAL CIRCUIT, 1979

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6		STD 8		STD 10		TOTAL	
	ENROLM.	REPEAT.	ENROLM.	REPEAT.	ENROLM.	REPEAT.	ENROLM.	REPEAT
Bergville	2 997	385	4 496	369	-	-	7 493	754
Edendale	482	104	3 250	529	-	-	3 732	633
KwaMashu	64	6	685	67	-	-	749	73
Madadeni	302	40	1 738	251	-	-	2 040	291
Mahlabatini	3 541	545	4 793	737	830	201	9 164	1 483
Maphumulo	489	100	2 057	258	752	22	3 298	380
Mnambithi	238	36	2 691	246	111	24	3 040	306
Mpumalanga	53	13	2 218	352	50	16	2 321	381
Msinga	2 642	217	4 982	552	273	85	7 897	854
Mtubatuba	3 806	721	5 000	884	-	-	8 806	1 605
Mtunzini	314	37	5 075	775	178	14	5 567	826
Mdwedwe	1 989	183	4 649	535	118	5	6 756	723
Nkandla	1 970	336	4 496	728	-	-	6 466	1 064
Nongoma	3 075	529	8 428	1 809	1 922	595	13 425	2 933
Nqutu	5 124	763	5 847	869	544	55	11 515	1 687
Pholela	3 278	718	2 735	596	-	-	6 013	1 314
Port Shepstone	164	25	1 636	269	282	41	2 082	335
Ubombo	3 800	463	5 297	850	215	37	9 312	1 350
Umbumbulu	2 195	409	1 765	265	53	8	4 013	682
Umlazi North	-	-	-	-	-	-	-	-
Umlazi South	-	-	-	-	-	-	-	-
Umzinto	566	92	3 122	427	588	135	4 276	654
Umzumbe	2 425	501	2 413	428	82	12	4 920	941
TOTAL	39 514	6 223	77 373	11 796	5 998	1 250	122 885	19 269

APPENDIX D

TABLE D.1 KWAZULU - ACADEMIC QUALIFICATIONS OF PROFESSIONALLY QUALIFIED HIGHER PRIMARY TEACHERS, 1979 *

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	30	149	-	179
Edendale	18	160	6	184
KwaMashu	17	120	16	153
Madadeni	35	150	4	189
Mahlabathini	14	73	3	90
Maphumulo	6	120	12	138
Mbambithi	12	153	10	175
Mpumalanga	22	144	16	182
Mainga	9	101	11	121
Mtubatuba	90	80	4	174
Mthunzini	20	136	14	170
Mdvedve	26	134	10	170
Nkandla	30	55	1	96
Nongoma	15	94	-	109
Nqutu	24	133	16	173
Pholela	20	131	5	156
Port Shepstone	18	142	5	165
Ubombo	9	38	11	58
Umbumbulu	21	104	10	135
Umlazi North	22	112	7	141
Umlazi South	23	62	19	104
Umzinto	15	123	21	159
Umzumbe	41	101	1	143
TOTAL	537	2 615	202	3 354

* Actual number of teachers.

TABLE D.2 KWAZULU - ACADEMIC QUALIFICATIONS OF PROFESSIONALLY UNQUALIFIED HIGHER PRIMARY TEACHERS, 1979 *

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	-	11	-	11
Edendale	-	2	-	2
KwaMashu	-	15	-	15
Madadeni	-	4	-	6
Mahlabathini	-	6	6	12
Maphumulo	-	8	6	14
Mnambithi	-	7	2	9
Mpumalanga	-	10	1	11
Msinga	7	29	4	40
Ntubatuba	10	44	3	57
Ntunzini	1	5	5	11
Nduedue	1	10	2	13
Nkandla	1	31	8	40
Nongoma	1	15	1	17
Nqutu	1	30	2	31
Pholela	1	4	-	5
Port Shepstone	-	5	1	6
Ubombo	1	43	9	53
Umbumbulu	-	7	-	7
Umlazi North	-	-	-	-
Umlazi South	-	-	-	-
Umzinto	1	19	5	25
Umzumbe	-	14	22	38
TOTAL	25	319	77	421

* Actual number of teachers.

TABLE D.3 KWAZULU - ACADEMIC QUALIFICATIONS OF PROFESSIONALLY QUALIFIED HIGHER PRIMARY TEACHERS PER INSPECTORAL CIRCUIT, 1979 *

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	38	151	-	189
Edendale	27	179	13	219
KwaMashu	19	122	26	167
Madadeni	40	175	4	219
Mahlabathini	14	73	3	90
Maphumulo	6	126	12	144
Mnambithi	12	159	20	191
Mpumalanga	40	150	23	213
Msinga	21	106	18	145
Mtubatuba	101	91	10	202
Mtunzini	30	141	15	186
Ndwedwe	38	140	10	188
Nkandla	30	55	1	86
Nongoma	15	120	-	135
Nqutu	28	139	21	188
Pholela	25	137	6	168
Port Shepstone	26	148	6	180
Ubombo	14	45	19	78
Umbumbulu	24	110	10	144
Umlazi North	22	112	7	141
Umlazi South	23	83	19	125
Umzinto	19	130	21	170
Umzumbe	61	105	1	167
TOTAL	673	2 797	265	3 735

* Number of teachers per classes taught.

TABLE D.4 KWAZULU - ACADEMIC QUALIFICATIONS OF PROFESSIONALLY UNQUALIFIED HIGHER PRIMARY TEACHERS PER INSPECTORAL CIRCUIT, 1979 *

QUALIFICATIONS / INSPECTORAL CIRCUIT	STD 6	STD 8	STD 10	TOTAL
Bergville	-	12	-	12
Edendale	-	2	-	2
KwaMashu	-	30	-	30
Madadeni	-	7	3	10
Mahlabatini	-	8	13	21
Maphumulo	-	10	6	16
Mnambithi	-	9	2	11
Mpumalanga	-	15	1	16
Msinga	13	31	4	48
Mtuhatuba	11	50	3	64
Mtunzini	1	5	6	12
Ndwedwe	1	19	2	22
Nkandla	1	43	11	55
Nongoma	1	23	1	25
Nqutu	1	39	-	40
Pholela	2	11	-	13
Port Shepstone	-	11	1	12
Ubombo	1	48	9	58
Umbumbulu	-	9	-	9
Umlazi North	-	-	-	-
Umlazi South	-	-	-	-
Umzinto	1	19	12	32
Umrumbe	-	15	22	37
TOTAL	33	416	96	545

* Number of teachers per classes taught.

TABLE D.5 KWAZULU - NUMBER OF PUPILS IN THE CLASSES OF PROFESSIONALLY QUALIFIED HIGHER PRIMARY TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS PER INSPECTORAL CIRCUIT, 1979

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6		STD 8		STD 10		TOTAL	
	ENROLM.	REPEAT.	ENROLM.	REPEAT.	ENROLM.	REPEAT.	ENROLM.	REPEAT
Bergville	2 014	255	7 410	1 180	-	-	9 424	1 435
Edendale	1 450	190	10 117	1 327	704	132	12 271	1 649
KwaMashu	1 087	125	6 329	1 123	1 459	182	8 875	1 430
Madadeni	2 123	309	10 112	1 580	194	40	12 429	1 929
Mahlabathini	619	121	2 684	630	141	20	3 444	771
Maphumulo	286	24	4 388	664	303	33	4 977	721
Mbambithi	315	126	6 362	1 466	1 094	195	7 771	1 787
Mpumalanga	2 125	392	6 414	932	991	186	9 530	1 510
Msinga	1 055	111	3 344	337	677	58	5 076	506
Ntubatuba	4 926	704	4 403	628	508	39	9 837	1 371
Ntunzini	1 198	126	7 416	908	638	53	9 252	1 087
Nduedue	2 407	238	6 642	732	447	54	9 496	1 024
Nkandla	1 092	110	2 029	286	44	3	3 165	399
Nongoma	926	230	5 787	1 069	-	-	6 713	1 299
Nqutu	1 751	295	5 700	1 190	834	295	8 285	1 780
Pholela	565	108	7 149	1 049	242	76	7 956	1 233
Port Shepstone	1 192	257	6 373	1 099	183	24	7 748	1 380
Ubombo	666	60	1 967	190	835	39	3 468	289
Umbumbulu	1 210	142	5 613	568	231	39	7 054	749
Umlazi North	1 005	87	5 235	617	381	39	6 621	743
Umlazi South	1 086	136	4 648	418	708	74	6 442	628
Umzinto	646	113	5 397	1 008	748	225	6 791	1 346
Umzumbe	3 176	633	3 399	463	53	3	6 628	1 099
TOTAL	32 920	4 892	128 918	19 464	11 415	1 809	173 253	26 165

TABLE D.6 KWAZULU - NUMBER OF PUPILS IN THE CLASSES OF PROFESSIONALLY UNQUALIFIED HIGHER PRIMARY TEACHERS WITH SPECIFIC ACADEMIC QUALIFICATIONS PER INSPECTORAL CIRCUIT, 1979

QUALIFICATIONS INSPECTORAL CIRCUIT	STD 6		STD 8		STD 10		TOTAL	
	ENROLM.	REPEAT.	ENROLM.	REPEAT.	ENROLM.	REPEAT.	ENROLM.	REPEAT.
Bergville	-	-	588	59	-	-	588	59
Edendale	-	-	89	18	-	-	89	18
KwaMashu	-	-	1 765	239	-	-	1 765	239
Madadeni	-	-	299	51	165	36	464	87
Mahlabatini	-	-	375	81	386	91	761	172
Maphumulo	-	-	162	29	253	21	415	50
Mbumbithi	-	-	315	149	65	9	380	158
Mpumalanga	-	-	777	128	56	13	833	141
Msinga	528	49	1 160	95	224	11	1 912	155
Ntubatuba	262	14	1 674	184	198	22	2 134	220
Ntunzini	45	3	201	23	322	44	568	70
Nduduve	50	2	935	119	71	5	1 056	126
Nkandla	40	6	1 916	478	416	143	2 372	627
Nongoma	53	13	1 105	302	657	170	1 815	485
Nqutu	44	3	1 875	322	-	-	1 919	325
Pholela	75	10	306	36	-	-	381	46
Port Shepstone	-	-	262	38	40	4	302	42
Ubombo	31	3	1 821	141	329	42	2 181	186
Umbumbulu	-	-	327	18	-	-	327	18
Umlazi North	-	-	-	-	-	-	-	-
Umlazi South	-	-	-	-	-	-	-	-
Umzinto	57	12	622	109	476	81	1 155	202
Umzumbe	-	-	797	74	1 002	171	1 799	245
TOTAL	1 185	115	17 371	2 693	4 660	863	23 216	3 671

APPENDIX E

APPENDIX E

METHODOLOGY FOR THE FORECASTS OF ENROLMENT

The forecasts of the primary and secondary enrolment of Kwazulu is based on the historical trend of enrolment from 1971 to 1980. Two graphs (a linear curve and a parabola) whereof the equations were of the form $y = a + bx$ and $y = a + bx + cx^2$ respectively, were repeatedly adapted to each set of historical data. Enrolment was taken as the dependent variable (y) in the equations. The expected future enrolment was obtained by repeatedly replacing the independent variable (x) with the future year in the equations of both graphs. In other words, two alternative figures were calculated in each case.

Graphs that indicate the historic trend and future expectation with regard to enrolment for each standard, each school phase and for the total school population, were drawn by a computer. These graphs represent the historic trend and the forecast according to the linear curve and parabola - in other words, three graphs were drawn on every axis system.

It was decided to make separate forecasts for all the standards and the different school phases, for a short term period only. This forecast only extends to 1985, because the estimation error increases as the estimation period lengthens. All the forecasts were made with the assumption that the general historic trend of enrolment will continue for at least the period of the forecast.

The graph that gave the most realistic estimation for each case, was selected. It was done by accepting the alternative that showed the smallest deviation from the actual trend. In some cases, specific factors were responsible for the fact that neither the linear curve nor the parabola fitted. A weighted average was usually calculated to present a value between the two graphs.

This approach has many limitations because it relies on historic trends that will not necessarily continue. By limiting the forecast to the shorter term, educational planners can get some indication of the number of pupils that can be expected in the school system. Such data is important for further estimations and planning.

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